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SCHOOL COUNSELOR SUB-ROLES IN THE COUNSELING INTERVIEW.

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DESCRIPTORS- *COUNSELOR ROLE, COUNSELOR FUNCTIONS, *INTERVIEWS, *COUNSELOR PERFORMANCE, INFORMATION NEEDS, *INTERACTION,

THIS RESEARCH WAS DESIGNED TO EXPLORE THE BEHAVIOR OF THE EXPERIENCED SECONDARY SCHOOL COUNSELOR IN HIS OWN SCHOOL SETTING. IN ORDER TO STUDY THIS BEHAVIOR, A CLASSIFICATION SYSTEM WAS DEVELOPED BASED UPON COUNSELOR TRANSITION POINTS AND SUB-ROLES. USING THE 12 CATEGORIES DEVELOPED FOR THE STUDY, 66 INTERVIEWS WERE INVESTIGATED FROM THE VIEWPOINT OF FREQUENCY AND PATTERN OF SUB-ROLES. THE RESULTS INDICATED THAT A CLASSIFICATION SYSTEM OF SCHOOL COUNSELOR BEHAVIOR COULD BE DEVELOPED AND THAT THIS METHOD OF RATING COUNSELOR BEHAVIOR WAS USEFUL AS A MEANS FOR STUDYING THE VARIOUS ROLES OF THE COUNSELOR IN THE INTERVIEW. (AUTHOR)

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William A. Troth

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CHAPTER I

INTRODUCTION

One of the primary responsibilities of the counselor in the counseling interview is to communicate with the counselee. As the counselor communicates with the counselee, he is constantly attempting to interact with him. In this process of interaction, he influences the counselee, sometimes intentionally with planned behavior, but often with little or no awareness of his behavior and the effect of his behavior on the interaction process.

Loughary (1961) pointed out that high school counselors appear to lack a meaningful frame of reference from which to counsel with students. He indicated that counselor perspective tended to be based upon a vaguely understood conglomeration of Rogerian techniques, depth theory and advice giving. Part of this can be explained by the counselor's lack of training. Training programs for school counselors typically emphasis the non-counseling aspect of guidance to the neglect of counseling itself. Also, it is usually difficult to establish a supervised practicum situation in the training program which realistically duplicates the secondary school situation. The typical training period for school counselors is relatively short in duration. Yet, counseling is the focal point around which the guidance services cluster (Loughary, 1961; Stefflre, 1965; Arnuckle, 1962; and Miller, 1965).

In order to best utilize the counselor's preparation, efforts need to be focused upon various specific aspects of the counseling process. This focus needs to be based upon research findings; otherside, it is doubtful whether the field of school counseling can effectively serve either the best interests of its counselees or the counseling profession itself. One of the most important factors in the continued growth of school counseling is that of increasing experimentation and study in the area of counselor-counselee interaction.

The field of counseling psychology has shown a considerable interest in the interaction that takes place within the counseling interview. Various dimensions of the counselor's behavior have been subjected to study. Elton (1951) studied the "degree of lead" the counselor used in the interview. Carnes (1949) studied the "variability of lead" the counselor used in the interview. Muthard (1953) studied the "different topic units" in order to better understand the focus of the counselor in the interview. Sherman (1945) studied the "discussion topic" by rating all consecutive counselor-client statements. Danskin (1955) and Hoffman (1956) studied counselor "sub-roles" in order to measure the reliability of counselor shifts and consistency of the counseling purpose in the interview.

Later studies, such as those done by Russell (1961), Foa (1961) and Heller, Myers and Kline (1963) used "confederate" clients in order to study how counselors would react to certain types of client behavior. These studies had as their major concern the investigation of interpersonal dimensions of control and effect.

The applicability of the above research to the secondary school counseling interview can be questioned on the basis that secondary school counselees are different from remedial or therapeutic clients who are counseled in the college or clinical setting. Loughary (1961) raised the question of duration of counseling. He maintained that if a counselor was responsible for several hundred students, he would have only several contacts with each student during the three or four years that the student was in the high school, while depth therapy could go on for several years, and by definition, could not be limited to only one or two interviews. Also, Rogerian theory and practice involved a prohibitive amount of time for general use by high school counselors.

In order to answer the question of applicability, an exploratory study of the nature and range of the school counselor's counseling behavior was necessary. A limited analysis of ten secondary school counseling interviews done by this writer, indicated that transition points and sub-roles similar to those described by Danskin (1955) and Hoffman (1956) tended to be used by the school counselor in the interview. Therefore, the purpose of this study is to further investigate these emergent sub-roles in the secondary school counseling situation.

Statement of the Problem

The problem which was investigated in this study was: What is the nature and range of the school counselor's sub-role behavior in the counseling interview in secondary school counseling situations?

Sub-Questions

The study was designed to answer the following questions.

(a) Questions concerning sub-role frequency.

1) How frequently does each sub-role occur?
2) Do counselors in this sample differ in the number of sub-roles each one plays?

3) How long is each sub-role?
4) Will a point be reached after which the school counselor will not add any new sub-roles?

(b) Questions concerning the pattern of sub-roles.

1) Will a counselor remain consistent in the range of sub-roles he used in going from counsellee to counselee?
2) What is the relation of the problem being discussed to the sub-role of the counselor?
3) Do counselors from different types of secondary schools play different sub-roles?
4) Will there be any consistent pattern of sub-roles used by the school counselor as he moves from counselee to counselee?

Definition of Terms

The following are definitions fo concepts which are of importance to the study.

Transition point -- That statement by the school counselor in which he gives evidence of assuming a different sub-role with the counselee.
Sub-role -- The adjudged general purpose or intent which a school counselor has for a particular period in an interview in order to produce a certain relationship with the counselee which will assist the counselee in solving his problem.
School Counselor -- That person charged with carrying out the guidance function in a particular school setting.*

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* In the counseling continuum the school counselor generally learns more toward instruction while the psychological counselor generally learns more towards psychotherapy. Other occupational designations for counselor have been made. The term "counselor" must be preceded by an adjective to be meaningful since so many persons with differing skill levels claim to do "counseling" (Brammer and Shostrom, 1961, p. 12). In the remainder of this paper the tern "school counselor" will be used to differentiate the high school counselor from all other counselors.

CHAPTER II

REVIEW OF RELATED LITERATURE

The present investigation concentrated upon interaction between the school counselor and the counselee. The discussion of the pertinent literature will be limited to this area. Chapter II will deal with (1) An Analysis of Counseling Through the Use of Interview Typescripts, (2) Role Theory, (3) School Counselor Role, and (4) Sub-Roles in Counseling.

An Analysis of Counseling Through the Use of Interview Typescripts

Early research in counseling was hindered by a number of factors. The process of counseling that went on in the interview was considered to be a topic too personal and too subjective for research. Along with this, was the fact that subject matter in the interview was hard to get and was considered to be an elusive area for documentation. Another factor that made research in counseling difficult was that the data from the counseling hour could not be organized to fit into a suitable framework for theory.

Allport (1942) presented his case for the use of the language of personal documents. He stated that "if the language of personal doucments could be shown to enhance understanding, power of prediction and power of control, above the level which man could achieve through unaided common sense, then those documents must be admitted as valid scientific method" (p. 185).

With the invention of recording devices, it became possible to have a complete record of everything that took place within the counseling interview.

By the method of tape recording, we have a realistic--not an artifical--record of the counselor-client interaction within the counseling hour. The documentary recording has fidelity, is permanent, and constitutes an objective reocrd, free from editing or subjective interpretation that might damage its value as scientific evidence. Allport (1942) stated that the dimensions of the tape reocrding were staggering, that "the investigator is confronted with all of the client's wandering, false starts, repetitions, lacerations of syntax and grammer, hesitations, cryptic verbal symbols, etc., in all, good psychological data" (p. 90). Berelson (1952), one of the earliest investigators of content analysis in communication research stated quite simply that "Content in what is said" (p. 18). Pioneers in the recording of counseling and psychotherapeutic interview included Zinn (1935), Laswell (1935), Rogers (1942), Porter (1943), Covner (1944) and Robsinson (1945).

The method of content analysis has been widely used for studying the recorded material of the counseling interview.

In the early 1940 s, investigators of the counseling interview began to use verbatim transcriptions of interviews which had been electrically recorded. Prior to that period, researchers either desparied of the possibility of studying the interview process or admittedly used incomplete case reports. The best of these were made from a combination of notes taken during the interview and immediate recall. Lewis' (1943) research was one of the earliest attempts at the categorization of client responses and the study of these responses within a series of interviews. This research, while based on careful records, did not make use of electrical recording of the interview.

Porter (1943) initiated the use of what has come to be called typescripts in research. He sought to establish a classification system which would describe the counseling procedures and bring out the systematic differences which existed among methods. He did demonstrate that interview behavior could be categorized and that these categories could be judged reliably.

Snyder (1945) followed a similar line of study. He attempted to study the relationship between counselor statements and immediately succeeding client statements. Snyders' study revolved around the nondirective counselor and was an attempt to define a cause and effect relationship between the counselor's statement and the client's response. Though his research was limited to nondirective counselors, it represented a significant step in interview analysis because it provided a methodology which served as a base for the Seeman (1949). Aronson (1953), Rakusin (1953), and Gillespie (1953), studies on counselor behavior.

Similar to the above studies using typescript analysis was Curran's (1945). In an intensive study of one case, he charted a pattern of learning as it occurred in the counseling situation. He measured "insight" by noting instances of the client's connecting two different problems. By the end of counseling, Curran had an adequate description of the client's various problems, their inter-relation and main causes.

Raimy's (1948) work was significant primarily because it focused on the self-concept in counseling and because it applied the typescript analysis approach to the development of personality theory. Raimy undertook a detailed theroetical consideration of a single construct in counseling and personality theory; then he derived postulates from his theory, made predictions from these postulates with refernece to counseling and personality change, and tested these predictions by empirical means.

There has been a continued interest in typescript research since its early development in the 1940s. Studies by Raskin (1949), Sheerer (1949), and Stock, were characteristic of the work done in the late 1940's and early 1950's. Raskin's work centered on the changes in the client's attitudes and self-percepts during counseling, while Sheerer and Stock took as their point of departure the hypothesis that counseling modifes the characteristic ways in which an individual views himself and others.

At The Ohio State University, the emphasis on typescript research has been focused primarily on the study of the counseling process with special interest in exploring the counselor-client interaction or communication. The Ohio State University research has been summarized and discussed by Robinson (1950). As a part of its discussion, The Principles and Procedures in Student Counseling presents a review of the pertinent research relevant to the efficacy of various counseling procedures. The following is a brief resume of the research done at The Ohio State University.

The work of Carnes (1949) on the extent of counselor flexibility and its relationship to immediate interview outcome was typical of The Ohio State University studies. Carnes used typescripts of counseling session involving both prefessional and advanced graduate student counselors and clients who were students enrolled in the remedial course Psychology of Effective Study and Individual Adjustment.

Sherman (1949) used the typescript to study the discussion topic as a unit of behavior.

Using typescripts, Allen (1946) studied the characteristic development of the topical unit and found that topics have discernible steps or sections of sequential development, and that successful units usually were better developed than less successful units.

Several of The Ohio State University studies investigated the relations of specific counselor techniques to immediate interview outcome. Tindall and Robinson (1947) demonstrated that silence can be used as a successful technique in counseling.

Daulton (1947) devised a checklist for studing resistence in the interview. In a similar study, Davis and Robinson (1949) analyzed the counseling relationship of resistence-reducing techniques, using only the topic of unit and the effectiveness of the unit and found essentially the same thing as Daulton. Additional studies of this nature using the typescript as a medium were done by Carnes and Robinson (1948), Good and Robinson (1951), and McCormick (1951).

The recent emphasis by The Ohio State University group has centered around the concept of communication or interaction between the counselor and the client, and on the concept of roles utilized by both the counselor and client within the counseling interview.

These later studies using typescript analysis included those of Davis (1953), Muthard (1953), Danskin (1955), Hoffman (1956), Mueller (1960), and Campbell (1961).

Davis (1953) was concerned with determining whether client characteristics could be categorized on the basis of verbatim transcriptions of counseling interviews. Using a sampling of 40 initial interviews obtained from fine universities, he had two judges independently read the protocols and rate the following four dimensions of the interview: (1) the nature of the problem being discussed, (2) the degree of client motivation, (3) the role the client expected the counselor to play and (4) the stage reached by the client in thinking about his problem.

Muthard (1953) studied the relative effectiveness of larger units of interview analysis. He was interested in studying the effectiveness of the discussion topic, the interview fraction, and the problem area units.

Danskin (1955) studied the sub-role behavior of the counselor. He analyzed 30 early and late interviews for 15 counselors and concluded that sub-roles were a meaningful unit of the interview to investigate.

Hoffman (1956) followed up the previous study made by Danskin. He made an intensive study of the characteristics of counselor sub-roles by analyzing 165 typescript interviews involving 20 counselors and 46 clients from fine university counseling centers. Hoffman's study represented the first all-out effort to determine some of the ramifications of counselor sub-role behavior.

Mueller (1960) attempted to go beyond the descriptive stage of counselor sub-role study. He studied the relationship between the appropriateness of sub-roles used by the counselor and interview outcome. Mueller analyzed 47 typescript interviews based upon 19 counselors and 38 clients from five different university counseling centers. Mueller found that there was a positive relationship between successful interviews and the appropriate use of sub-roles.

Campbell (1961) used the sub-role unit when he studied the influence of the counselor's personality and background upon his counseling style. He studied 144 typescript of interviews based upon 24 counselors-in-training and 74 clients and found a slight, but positive relationship between counselor personality and counseling style.

In the studies presented above, an attempt has been made to include representative and important studies pertaining to the use of recording the content of the counseling interview and of using this recording to amke typescripts with which to study the counseling interview. These studies are important because they have demonstrated that typescript analysis was a valid method for preparing the content of the counseling interview for study.

Role Theory

The purpose of the present study was to investigate the nature and range of sub-roles used by the school counselor within the counseling interview. Many areas not directly related to counseling have also used the concept of role. The field of sociology has been the most instrumental in contributing many of the research investigations on the concept of role to the literature.

Accordingly, it is important to examine this concept of role and to place it in a conceptual framework.

Role theory has become increasingly popular in the 1950's and 1960's. Not only has it appeared in theoretical and empirical studies in social psychology, sociology and various other social sciences, but it also has been adopted by group dynamics practitioners, adult educators, mental health proponents and other interested in the practical applications of social sciences. However, it must be pointed out that role theory today is not precise and is not based upon an agree-upon set of "facts" or propositions. As has been pointed out by Neiman and Hughes (1951), Gross et al. (1958), Biddle (1964), and other reviewers, role theorists are at odds with one another over what they are studying, what to call it and what they know about it. For example, Neiman and Hughes (1951), after a systematic survey of the literature on role concerning the period from 1909 to 1950, concluded:

> The concept of role is at present still rather vague, nebulous, and non-definitive. Frequently in literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus (p. 149).

In addition, a later review of the social science literature on roles indicates that there have been nearly 1000 references. Despite this voluminous mass of material, Gross, Mason and McEachern (1958), in their study of role analysis, stated:

> Our examination of the social science literature revelated that role consensus had only recently begun to receive recognition as a significant problem. Not only had there been little systematic research on this problem, but slight attention

> had been directed to the theoretical implications of differential degrees of consensus on role definition for the functioning of social systems, the behavior or individuals, or the cultural organization of society.

Many definitions of the term role have been presented in the literature. Each definition representing different disciplines, differing points of view within a single discipline, and in some cases, different formulations of an individual author (Gross, Mason and McEachern, 1958). One must agree with Levinson (1959) when he concluded that the concept of role was one of the most overworked and underdeveloped areas in the social sciences.

As a basis for the consideration of the concept of role, Levinson (1959) provides an explation of role that would seem to be the most operative one for this study. He differentiates between organizationally given role-demands and personal role-definition. Concerning role-definition he stated: "For certain purposes it is helpful to make a sharp distinction between two levels; at a more ideational level, we must speak of a role conception; at a more behavioral level, there is a pattern of role performance" (p. 175). He then goes on to define role conception and role performance as follows:

> A role conception offers a definition and rationale for one position within a structure...role conception delineates the specific functions, values, and manner of functioning appropriate to one position within it. Role performance--This tern refers to the overt behavioral aspect of role-definition--to the more or less characteristic ways in which the individual acts as the occupant of a social position (p. 176).

Carr (1949) used a similar definition: "A social role is a specific pattern of attitudes and behavior which one assumes for a specific situation" (p. 170).

Young (1952) likewise had a status-oriented definition of the concept role, when he defined it in terms of "the function or action of a person in a particular group, usually directed to some end, acceptable to other members of the group, e.g., wage-earner, parent, pastor, citizen or soldier" (p. 17).

The present study was interested in subordinate roles or one of these larger roles, namely, that of the school counselor, and the relationship between these subordinate roles of the school counselor and the outcome of the interview. The only literature published on subordinate roles, with the exception of the sub-role studies, was that done by Waller (1932). In a book published over 30 years age, he gives the most comprehensive coverage of a single role, that of the teacher. He describes the general role of the teacher as an executive role--"the teacher is the representative of the established order..." (p. 230). Waller then goes on to discuss some of the subordinate roles of the teacher. This inflexible executive role was supplemented by "rapid alternation with it of supplementary or even contradictory roles...one alternates the roles of the kindly adult, the midly amused adult, and the fatherly individual with the teacher's role" (p. 326). In all of the sociological literature on roles, this was the only study of subordinate roles which might occur within a larger or more general role and it was simply descriptive. While Waller's (1932) use of teacher role relates to the present study of counselor sub-role, he used the teacher role in a broader sense than it was used in the present investigation.

In summary, with the exception of Waller (1932) and the sub-role studies, there have been no other investigations which have been concerned with the subordinate roles that are used to carry out the one large role-unit. In general, the concept of role may have several meanings. Unless the reader clearly understands the particular meaning which the author was implying it will be difficult to comprehend what was said. Role theory today more closely resembles an area of interest--expressed in more or less common language--than it does an integrated field.

School Counselor Role

The problem of role definition, complicated in theoretical terms, becomes more difficult when an attempt was made to analyze a particular type of role, e.g., the school counselor. It quickly becomes apparent that the one consistent aspect of the activities of the particular functionary was the divergence noted from one person to the next.

The role of the school counselor was not clearly defined. There appeared to be confusion when a particular portion of the role of the school counselor was examined. For example, some saw discipline as a deterrent to effective counseling behavior while others would involve the school counselor in disciplinary action. Many saw the school counselor as providing assistance in educational-vocational planning. Others preceived the school counselor as assisting the student to assess his own strength, limitations and potential so that the decisions he made were based upon sound evidence and knowledge, regardless of the area of decision-making.

A review of the literature concerning the role of the school counselor indicated that more has been written on a philosophical basis than on an empirical basis. More seems to have been written viewing the school counselor's role in terms of expectations (duties, responsibilities, etc.) than in terms of behavior. With few exceptions, what has been written in terms of school counselor behavior has been written on the basis of questionnaire results.

The following is a review of the questionnaire research on the role of the school counselor. While it was not an all-encompassing review of the research done on the role of the school counselor, it does represent a sampling of the type of study done in the area.

Hitchcock (1953) attempted to determine, by questionaire, those duties school counselors felt they should perform and were performing. He found that in a number of cases, school counselors were performing duties that they felt they should not be performing. For examply, 41 per cent of the school counselors surveyed were assisting students who were failing, but they did not feel that it was their job to work with these people; 40 per cent of the school counselors surveyed were assisting pupils in course planning, but they did not feel that this was their job.

Along a similar line, Purcell (1957) surveyed school counselors in two counties in New York to determine the work being performed by the school counselor. The school counselors reported that they were involved with educational, vocational, and personal adjustment counseling, schedule-making, attendance, measurement and interpretation of tests, college counseling, group processes, case conferences, and supervision of extra curricular activities.

Tennyson (1958) explored the problem of allotment of school counselor time and importance of guidance functions. He found, as did Hitchcock (1953) and Purcell (1957), that there was a great variability in time spent on guidance activities and the school counselor's perception of how this time should be spent.

Schmidt (1961) surveyed the concepts of the role of the secondary school counselor by using a Q-sort technique. He studied school administrator's perceptions of the school counselor's role as compared with the school counselor's perception of his role. He concluded (1) that the school counselor and principal tended to perceive a significant and substantial relationship between the actual and ideal roles of the school conselor; (2) that school counselors did not perceive a greater similarity between their actual and ideal roles than did the principals; (3) that the relationship between the school counselor's and the principal's perceptions of the school counselor's actual role was positive and significant; (4) that the relationship between the school counselor's ideal role was positive and significant; and (5) that there was general agreement among school counselors and principals on the responsibilities considered to be most like and least like the school counselor's role.

Research in the area of school counseling has also been concerned with the effects of discipline on the counseling relationship. Gilbert (1962) studied the perceptions of the counseling relationship in schools where the duties of the school counselor differed. Using two instruments which he administered to students in three schools he found that school counselors who were assigned disciplinary activities were perceived differently by students. The students tended to see the nondisciplinarian as able to follow and understand them. The students from schools with nondisciplinary school counselors also described the actual counseling relationship as more like their (the students) descriptions of the ideal relationship.

Closely related to the above study was that of Cortale (1961) concerning the role of the school counselor in discipline. He surveyed 50 administrators in New York in an attempt to determine their perceptions of the school counselor's role in disciplining students. As a result of this survey, he suggested that the most effective involvement of the school counselor was in an advisory capacity rather than in a direct involvement with the discipline.

School counselors have also been concerned with how they have been perceived by their publics. Jenson (1955) studied the feelings students had about school counselors and their assistance to them personally. In this research he asked students (1) how they felt about the counseling help they had received from school counselors and (2) how they rated school counselors as compared with other individuals, e.g., teachers, deans, parents, friends of own age, as sources of help with adjustment problems.

He concluded that counseling seemed to meet some real felt need among students; that school counselors were most helpful in assisting them to appraise their abilities, interests, and personalities but were not much help in assisting them to make progress toward their in-school and after-school goals; and that school counselors were obliged to recognize and accept the fact that others may be perceived as potential sources of counseling help by students.

Williams (1960) described a study conducted in California to determine students' understanding of the school counselor's duties. Using an open-ended questionnaire to ascertain these perceptions, he found over one-half of the respondents wanted aid in "helping with problems." These problems ranged from vocational-educational to personal-social.

Heilfrom (1960) studied the role of the school counselor from a different point of view when she attempted to determine the types of students of kinds of problems that high school students felt required counseling. The result of this study suggested that students thought that the school counselor was a greater help to the interlectually inferior, socially immature. or unrealistically oriented student than to the student who performed and functioned well. The students also seemed to believe that only students who display obvious disorders should be referred to someone outside the school.

Gibson (1962) developed a series of surveys to determine opinions or guidance programs held by various school counselor publics. He found that a large percentage of students felt that guidance program was worthwhile even though 45 per cent of the students either had not been assisted by the personnel in guidance or were not certain that they had been assisted.

In summary, we find that, with few exceptions, what has been written on school counselor role has been written in terms of behavior based upon questionnaire results. While research has helped to better define the role of the school counselor, little has been done toward defining sub-roles in the school counseling situation. One must be cautious when interpreting sub-role as meaning role. The role is a broad concept which describes the expectations and obligations of a particular position which may include such activities that are associated with sub-role. The sub-role is more concerned with intermediate sections of a function which serves as one of a part of activities that goes to make-up a role.

Sub-Roles in Counseling

The number of investigations of sub-roles in the counseling situation was meager and with one exception in the area of small group, limited to the area of counseling psychology. The only persons other than the counseling psychologists that have taken an interest in "sub-role type" behavior has been those investigators interested in interaction in the small group.

Early work on interaction analysis in the small group dealt with patterns of teacher behavior, such as those studies done by Anderson and his colleagure (1939, 1945, 1946), Filson (1957), Wispe (1951), Smith (1955), and Flanders (1964). Later studies in this area have been more concerned with investigating teacher techniques.

The most significant work done in small group interaction analysis that relates directly to the counseling situation was that done by Bales and Borgatta (1955) when they studied the size of the group as a factor of the interaction profile. In this study a series of groups numbering from two through seven were observed using Bales' (1950) method of interaction process analysis.

In this study, the investigators pointed out that the two-man group was unique. The mean prodile for the two-man group showed a high rate of tension, and at the same time showed low rates of disagreement and antagonism. Asking for orientation was uniquely high, and although giving orientation was not uniquely high, it was somewhat higher than would have been expected from extrapolation. Asking for opinion, on the other hand, was uniquely high. Giving suggestion was somewhat on the high side in the sense that it deviated from an otherwise perfectly clear and consistent trend seen in the remaining group sizes. Aside from this study of the two-man group, there were no other studies in the area of small group interaction analysis that directly related to the study of sub-role behavior in the counseling interview.

When we turned to the area of counseling psychology, we found an increasing number of studies related to the sub-role concept of behavior. As used in studying behavior in the counseling interview, the tern sub-role relates to a method of analyzing the broad role of the counselor into meaningful smaller units, but units larger than single remarks.

Davis' (1953) work was significant because it provided a methodology for judging points in the interview where the counselor gave evidance of assuming different roles with the client. Davis was concerned with determining whether client characteristics could be categorized on the basis of verbatim transcriptions of counseling interviews. One of the four dimensions he studied was "the role the client expects the counselor to play in the counseling interview." Davis used 40 first interviews from counseling centers at five universities. Two judges made two separate ratings of the role the client expected the counselor to play in each interview. The first rating was made after reading to a "transition point." and then several weeks later on the same interviews, the second rating was made after reading the entire interview. The transition point was defined as "the counselor statement in which the counselor began to change from a role characterized by listening and questioning the client in an effort to understand the nature of his problem, to a role characterized by more active attempts to help the client face his problem" (p. 70).

Davis found that "the role the client expects the counselor to play can be rated with some reliability at the end of the first counseling interview. The reliability with which ' expected counselor role' can be rated at the transition point is not significantly different from the reliability at the end of the first counseling interview" (p. 172). The Davis (1953) study was important to the present study because it led to the development of the transition point as a method of sub-dividing the counseling interview.

Perry and Estes (1953) have studied changes in the client's "set" within the counseling interview. They reported that when students came into the first counseling interview, the students preconceived a situation in which the counselor was to be an authority or expert who was to take the lead in a problem-solving relationship. These clients had preconceived ideas of how the counselor was to behave towards them and accordingly "set" their perceptions and behaviors to the counseling conference. Perry and Estes went on to hypothesize that if the counselor behaved consistently in a nondirective manner, the clients would then begin to perceive themselves as carrying the initiative and the counselor as their assistant. At this point the counselor was to assume a more active role "as a collaborator in problem-solving." Perry and Estes called this new perception on the part of the client an "heuristic set."

The Interaction Process Analysis techniques of Bales (1950) was used to confirm this change of client "set." Perry and Estes stated that clients seemed to "reverse their notions of role within the first

40 minutes of the interview (i.e., adopt an 'heuristic set')" (1953, pp. 105-106). The normal range for this sample was found to be from 10 minutes to the end of the second hour.

Muthard (1953) found that it was possible to identify shifts in counselor and client behavior as the topic or problem being discussed changed. He hypothesized that these changes might be the result of the counselor and client changing roles. This hypothesis was merely suggested by Muthard; he did not systematically test it.

In their studies, Davis (1953), Perry and Estes (1953), and Muthard (1953), discussed the general rule that the client expected the counselor to play and shifts in counselor and client behavior. Following these hunches, Danskin (1955) attempted to locate the transition points at which counselors changed from one role to another and to describe and classify the roles played by the counselors between these transition points. He also attempted to identify and label the roles the client expected the counselor to play within the interview, and also to relate these expected roles to the outcomes of the interview.

Danskin (1955) concluded that (1) counselors behaved in a consistent manner as they played a particular sub-role; (2) in general, these subordinate roles changed as the topic was changed; (3) within certain discussion topics, sub-roles changed; and (4) the average degree of lead, although widely varying over counselor single speeches, was considerably influenced by the sub-role being played at the time.

Hoffman (1956) followed up on the previous studies made. He made an intensive study of the characteristics of counselor sub-roles in order to provide normative data. Hoffman analyzed 165 typescript interviews involving 20 counselors and 46 clients from five university counseling centers. Hoffman's study represented the first all-out-effort to determine some of the ramifications of counselor sub-role behavior. His results were reported largely in terms of sub-role frequency, pattern similarity and range. He concluded that (1) some sub-roles occured more frequently than others; however, all of the sub-roles except for rejecting were used frequently; (2) the pattern of counseling sub-role was determined early in the interview series; (3) counselors tended to stay within their repertoire of sub-roles once it had been established, regardless of the particular client or of the "nature of the problem;" (4) there was some similarity existing among counselors in their use of sub-role patterns; however, various counselors have a tendency to differ more in the use of their sub-role patterns than did individual counselors in moving from client to client; (5) counselors within a particular counseling center tended to use similar patterns of sub-roles; (6) the frequency of the sub-roles palyed by counselors was related to the type of problem being discussed; (7) counselors tended to play only a partial range of sub-roles; and (8) counselors who used a low range of sub-roles differed significantly in the sub-role pattern they manifested from those counselors who used a middle or high range or sub-roles.

The above study has played a significant role in shaping the present study. The concept of sub-role as a valid method of investigating the counseling interview developed from the Hoffman study. The nature of the sampling was influenced by the above findings. In addition, a variety of public schools were included in the sample of counselors because of the differences found occurring from counseling center to counseling center in the Hoffman study.

Mueller (1960), while attempting to go beyond the descriptive stage of counselor sub-role study, studied the relationship between the appropriateness of sub-roles used by the counselor and interview outcome. Mueller analyzed 47 typescript interviews based upon 19 counselors and 38 clients from five different university counseling centers. Mueller reported that (1) the degree to which judges agreed in rating the appropriateness of counselor sub-role behavior was significant, but low; (2) judges did not agree on the selection of additional transition points for changing sub-roles; (3) judges agreed satistically at the .01 level of significance in the selection of alternative sub-roles, which were considered to be more appropriate than the actual sub-roles played; (4) the extent to which judges agreed on the degree to which counselors deviated from using the appropriate sub-roles was moderately low, but significant; (5) the relationship between the appropriate use of counselor sub-roles and measures of interview outcome were all positive; and (6) the relationship between the degree to which counselors deviated from using the appropriate sub-role and measures of interview outcome were statistically significant for six of the eight relationships studied.

Campbell (1961) attempted to use the sub-role unit as a base from which he studied the influence of the counselor's personality and background on his counseling style. He analyzed 144 first and second typescript interviews based upon 24 counselors-in-training who were enrolled in a graduate counseling psychology practicum and 74 freshman and sophmore students who were enrolled at The Ohio State University. Campbell concluded aht (1) there was sufficient variability and independence among the 24 counselors for the three variables (sub-roles, personality traits, and background characteristics) and that the sub-role behavior of the counselors appeared sufficiently representative of college counselors to permit testing of the hypotheses; (2) while a positive relationship existed between sub-role patterns and counselor personality, the statistical relationships were too low to permit support of many of the hypotheses; and (3) there was a positive relationship between sub-role patterns and counselor background, but here again, none of the findings were statistically significant.

Although most of the studies in sub-role behavior of counselors a and therapists have been conducted at The Ohio State University, there have been a few other scattered investigations. For example, Spiegel (1954) discussed the social roles of doctor and patient in psychoanalysis and psychotherapy. He suggested that a more concrete way of viewing the intricacies of the communication process was through the concept of social role. Spiegel saw two major roles in the therapy process: (1) the "instrumental" role which was designed for solving problems and (2) the "expressive" role which was designed for the expression of feeling or emotion and not concerned with rational problem solving, although the two sometimes overlaped.

Strupp (1957), in his outline of a multidimensional system for analyzing psychotherapeutic techniques, formulated a category of therapeutic activity. In many ways the theapeutic activity types were very similar to the sub-roles studied by Danskin et al. For example, Strupp classified therapeutic activity in terms of silence, passive acceptance, reflection, administrative arrangements and advising. Strupp's system was intended to analyze both the client and counselor behavior, consequently he utilized a number of other dimensions too.

Later studies have held the client's behavior as a constant while changes in the counselor's behavior was studied as he reacted to this constant. In order to accomplish this, "confederate clients" have been exployed to play a certain role in the counseling interview. Russell (1961) investigated counselor anxiety in relation to clinical experience and hostile or friendly clients. Foa (1961) studied convergences in the analysis of structure of interpersonal behavior; while Heller, Myers and Kline (1963) investigated interviewer behavior as a function of standardized client roles. These studies, while related, have had as their major concern the investigation of interpersonal dimensions between the client and the counselor with a single pattern of behavior being studied rather than the spectrum of counselor behavior.

The above research deals primarily with the area of counseling psychology. It was filt that while the research in this area meets the needs of the counseling psychologist, it could be questioned on the basis that secondary school counselors and their counselees were different from those encountered in the remedial or therapeutic interview in the college or clinical setting. Yet, it was felt that in order to better understand the psychological dynamics of the school counseling interview, greater stress should have been placed upon the subordinate roles which were played by the school counselor within the counseling interview. Since we believed that the sub-role factor constituted one essential basis for such understanding, the counseling process between the school counselor and the counselee must, in part, be based upon a more careful study of the sub-roles involved. As Danskin's and Hoffman's studies were based upon counselors and clients involving college-level remedial and therapeutic counseling, it was felt that in order for these results to be applicable to the secondary school situation, school counselors in the secondary schools and their counselees needed to be investigated.

Summary

This chapter has been concerned with research which was pertinent to the present study. The four sections reviewed the research on Analysis of Counseling Through the Use of Interview Typescripts, Role Theory, School Counselor Role and Sub-Roles in Counseling. From this review, it was apparent that very little work has been done in the areas of role theory and counselor role as it relates to the counseling interview. In addition, while some sub-role work has been undertaken in the counseling psychology area, there has been no work undertaken in this area on the secondary school level. There was need for research on this topic and its influence on the dynamics of the secondary school counseling interview.

CHAPTER III

RESEARCH DESIGN

The study was concerned more specifically with further clarification in regard to the nature and range of school counselor sub-roles. There was an attempt to establish, by objective analysis, a more thorough description of the characteristics of school counselor sub-roles. The investigation was primarily concerned with the analysis of several sets of questions: (1) questions concerning sub-role frequency and (2) questions concerning the consistency of sub-roles.

In order that a framework might be provided for answering the above questions, the present chapter was divided into the following seven sections: (1) interviews selected, that is, the selection of counselors, the selection of counselees and the selection of interviews used in the study, (2) selection of the judges, (3) locating transition points, (4) the nature of the counselee's problem or concern, (5) labeling sub-roles, (6) categorization of sub-roles and (7) analysis of the data.

Interview Selection

Verbatim transcriptions of counseling interviews between high school counselors and high school students were used in this study. In order to select these school counselors, a listing of 983 certificated high school counselors was obtained from the 1964 Directory of Reported Public School Counselors in Ohio Schools. A random sample of 240 school counselors were contacted (Appendix A) and asked to participate in the study by recording their counseling interviews in their local school setting.

Of the 240 school counselors contacted, 193 responded to the letter which asked for their participation in the study. Of the 193 who responded, 43 agreed to participate in the study. Based upon the criteria of two years of experience as a school counselor, on-campus counseling experience and amount of time spent during the day in counseling, 25 school counselors were sent blank tapes upon which they were to record their counseling interview and directions for recording their interviews (Appendix B). Sixteen sets of tapes were returned. Fourteen sets of tapes were usable, one set was garbled and could not be used while the other set did not have the counselees' permission to record the interviews. The 14 counselors involved in tape recording their counseling interviews represented counselors who have had considerable experience and training in the area of school counseling. In general, all of the counselors involved in the study had a minimum of two years experience, an on-campus counseling practicum, and with the exception of one counselor who was employed as a school counselor three-quarters time, all were employed as a school counselor full time. For a more complete description of the school counselors used in this sample, see Table 1, page 23.

The counselees involved in this study were high school students in grades nine through 12. No assumptions could be made about the counselee population consituting a representative sampling of high school students.

Each counselor was asked to tape record two hours of counseling interviews. In many instances, the total sample of interviews ran over the two hours requested. This was because the combination of interviews needed to make two hours usually ran several minutes beyond the minimum time needed. Because of the difficutly of obtaining consecutive interviews with the same counselee and the nature of high school counseling, it was believed that asking the counselor to record consecutive interviews with a variety of counselees would provide a cross-section of the type of counseling involved in the public schools. In general, the interviews represented early, middle, and closing, interviews with a variety of counselees.

There were a total of 66 interviews involving 66 high school students. The shortest interview lasted three minutes while the longest interview lasted 103 minutes. The average duration of the interviews was 26 minutes. All counselors counseled with a minimum of two counselees. The average number of counselees was 4.7. There were a total of 4360 counselor speeches. A counselor speech was that statement or statements that a counselor made which were uninterrupted by the counselee. The least number of school counselor speeches in any interview was 14, while the highest number of counselor speeches was 212. The average number of counselor speeches per interview was 65 speeches. The counselor made an average of 2.5 speeches per minute in the interview. For additional information on the time spent in counseling, number of counselees per counselor and number of counselor speeches, see Table 2, page 27.

Selection and Duties of the Judges

There were seven judges utilized in this study. Each judge was asked to rate six sets of interviews. All of the judges were either advanced graduate students in counselor education or were practicing counselor educators. All had training and experience in school counseling.

Each judge was asked to rate six sets of interviews. See Table 3, page 30, for the schedule of judges rating sub-roles. The schedule

TABLE 1

IDENTIFYING DATA FOR THE COUNSELORS INVOLVED IN THE STUDY

Category	Sub-Category	Total No.	Percentage of Research Sample
Sex	male	9	64.3
	female	5	35.7
Present Age	20-24	0	0.0
	25-29	0	0.0
	30-34	4	28.6
	35-39	4	28.6
	40-44	2	14.3
	45-49	1	7.1
	50-54	3	21.4
	55-59	0	0.0
	60-over	0	0.0
Masters Degree	Yes	14	100.00
	No	0	0.0
Hours Beyond Masters Degree	0	2	14.3
	1-5	1	7.1
	6-10	3	21.4
	11-15	3	21.4
	16-20	3	21.4
	21-25	1	7.1
	26-30	0	0.0
	31-35	0	0.0
	36-40	1	7.1
Institution Granting Degree	Kent	3	21.4
	Ohio State	3	21.4
	Miami	2	14.3
	Wittenberg	1	7.1
	West Virginia	1	7.1
	Catholic U.	1	7.1
	Toledo	1	7.1
	Akron	2	14.3
Graduate Major	Guidance	14	100.0
	Psychology	0	35.7
	Education		
	Administration		
	Guidance plus other		

TABLE 1 - continued

Category	Sub-Category	Total No.	Percentage of Research Sample
Practicum Experience (s)	On-campus counseling	14	100.
	Off-campus counseling	5	35.7
	On-campus guidance laboratory	7	50.0
	Off-campus guidance laboratory	2	14.3
	Internship	2	14.3
	Other	1	7.1
University At Which Practicum Was Taken	Kent State	3	21.4
		3	21.4
	Miami U. (Ohio)	2	14.3
	Akron	2	14.3
	Wittenberg	1	7.1
	West Virginia	1	7.1
	Catholic U.	1	7.1
	Toledo	1	7.1
Present Title	Counselor	10	71.4
	Director of Guidance	4	28.6
	Director of Pupil Personnel	0	0.0
	Other	0	0.0
Time Spent in Guidance	Less than half time	0	0.0
	Less than full-time but more than half	1	7.1
	Full time	13	92.9
Number of Years in Guidance	1	0	0
	2	2	14.3
	3	2	14.3
	4	6	42.9
	5-8	3	21.4
	9-12	0	0
	13-16	1	7.1
	17-20	0	0
Guidance Certificate	Provisional	9	64.3
	Professional	4	28.6
	Permanent	1	7.1

TABLE 1 - continued

Category	Sub-Category	Total No.	Percentage of Research Sample
Enrollment	Less than 100	0	64.3
	101-300	0	0
	301-500		28.6
	501-1000		28.6
	1001-1500		28.6
	1501-2000		0
	2001-2500		14.3
	2501-over	0	0.0
Grades Responsible For	9	0	0
	10	0	0
	11	0	0
	12	2	14.3
	9-10	1	7.1
	9-11	1	7.1
	10-11	0	0
	11-12	1	7.1
	9-12	6	42.9
	10-12	3	21.4
Type School Counseling in	City	5	35.7
	Suburban	6	42.9
	Rural	3	21.4
Counselor-Pupil Ratio	Less than 100	0	0
	101-200	0	0
	201-300	1	7.1
	301-400	4	28.6
	401-500	3	21.4
	501-600	4	28.6
	601-700	1	7.1
	701-over	0	0
NDEA Institute	Yes	6	42.9
	No	8	57.1
Location of NDEA Institute	Ohio State	3	
	Ohio U	2	
	Ball State	1	

TABLE 1 - continued

Category	Sub-Category	Total No.	Percentage of Research Sample
Professional Membership	American Personnel and Guidance Association	7	50.00
	American School Counselors Association	5	25.7
	National Vocational Guidance Association	4	28.6
	Ohio School Counselors Association	14	100.0
	Local Guidance Association	9	64.3

TABLE 2

THE ESSENTIAL IDENTIFYING DATA OF THE INTERVIEW SAMPLE USED

Counselor Code No.	Type of School	Interview Number	Cum. No. of Interviews	Minutes in Interview	Cum. No. Min. in Interview	Counselor Responses per Interview	Cum. No. of Counselor Responses
RBF	City	1		26		38	
		2		51		87	
		3		21		34	
		4	4	40	138	84	243
HLS	City	1		14		132	
		2		25		62	
		3		23		133	
		4		25		152	
		5		10		37	
		6	10	29	254	93	845
EJD	Suburban	1		37		68	
		2		3		21	
		3		24		50	
		4		16		29	
		5		18		49	
		6		7		17	
		7		10		42	
		8	18	4	373	21	1142
WGH	City	1		24		107	
		2	20	16	413	53	1302

TABLE 2 - continued

Counselor Code No.	Type of School	Interview Number	Cum. No. of Interviews	Minutes in Interview	Cum. No. Min. in Interview	Counselor Responses per Interview	Cum. No. of Counselor Responses
TJR	Suburban	1		46		82	
		2		59		212	
		3	26	22	659	68	1873
ELH	Suburban	1		19		53	
		2		23		56	
		3		33		68	
		4		43		89	
		5		9		29	
		6	32	33	819	83	2251
RWC	Suburban	1		17		40	
		2		26		79	
		3		23		48	
		4	36	78	963	141	2559
MBC	City	1		37		86	
		2		29		86	
		3		9		26	
		4		3		15	
		5		3		14	
		6	42	4	1048	17	2803
BK	City	1		21		56	
		2		10		176	
	3	3	45	44	1123	177	3212

TABLE 2 - continued

Counselor Code No.	Type of School	Interview Number	Cum. No. of Interviews	Minutes in Interview	Cum. No. Min. in Interview	Counselor Responses per Interview	Cum. No. of Counselor Responses
PM	Rural	1		16		90	
		2		21		40	
		3		14		42	
		4		26		75	
		5		10		56	
		6	51	11	1221	55	3580
JPR	Suburban	1		40		177	
		2		72		119	
		3		15		60	
		4		14		67	
		5	56	93	1455	104	4107
RMH	Rural	1		103		135	
		2		16		39	
		3	59	18	1592	30	4311
EL	Rural	1		12		53	
		2	7	7		29	
		3		15		37	
		4		11		24	
		5		34		72	
		6		11		20	
		7	66	36	1718	45	4591

TABLE 3

SCHEDULE OF JUDGES RATING SUB-ROLES

	Counselors													
Judges	RBF	HLS	EUD	WGH	RB	TJR	ELH	RWC	MBC	BK	PM	JPR	RMH	EL
A	x	x	x	x	x	x								
B		x	x	x	x	x	x							
C			x	x	x	x	x	x						
D								x	x	x	x	x	x	
E									x	x	x	x	x	x
F	x						x				x	x	x	x
G	x	x						x	x	x				x

of judges rating sub-roles. The schedule for rating sub-roles was assigned to provide for inter-judge checks.

In rating the interviews, each judge was asked to perform four distinct tasks: (1) to study the manual of directions and to read the interviews, (2) to locate and record the transition points for each interview, (3) to classify the nature of the problem found within each sub-role unit, and (4) to label and define each sub-role unit.

Locating Transition Points

In order to classify sub-roles, the identification of the transition points between sub-roles was required. Basically, the judge locating the transition point was required to identify the point in the interview at which the school counselor changed from one sub-role to another. See Appendix C, Manual of Instructions for Rating Secondary School Counselor Sub-Roles, for a more operational definition of the transition point.

Three judges read, independently, each of six sets of interviews and designated the transition points for each interview. In the case that only one sub-role was played throughout the interview, the judge was to indicate that no transition point was apparent. Work sheets were provided for this purpose. See Rating Form #1, Work Sheet, p. 32.

The ratings were considered to be in agreement if the counselor statements designated by the judges as transition points were not more than three counselor statements apart, e.g., two judges marking speech 20 and speech 22 was called agreement. The reason that three counselor speeches was used was because three counselor speeches represented a reasonable distance in counselor speeches. In may instances, three counselor speeches represented as few as three short statements made by the counselor.

In cases where all three of the judges disagreed on the location of the transition point, the sub-role was discarded from the study.

Snedecor's (1951 Intraclass Correlation Formula was used to obtain the reliability of the judges ratings of the transition points. The procedure was based upon analysis of variance and may be applied where a complete set of ratings from each of $\underline{k}$ sources was available for each of $\underline{n}$ subjects. It may be used to obtain either a unique estimate or a confidence interval for the reliability of either component ratings or their averages. The formulas were as follows:

Reliability of Ratings:

$$r_1 = \frac{M_{\bar{x}} - M}{M_{\bar{x}} + (K-1)M}$$

FIGURE 1

WORK SHEET

COUNSELOR: _______

INTERVIEW NO. ____

Sub-Role Unit from	to	Problem Ed-Voc Per-Soc	Notes

Reliability of Average Ratings:

$$r_k = \frac{M_{\bar{x}} - M}{M_{\bar{x}}}$$

The Intraclass Correlation Statistic was interpreted in a manner similar to the Pearson r in that scores ranged from -1.00 to 1.00. However, there was one significant difference between the two statistics. While a 11.00 Pearson r coefficient score is indicative perfect negative agreement, an Intraclass Correlation Statistic score of -1.00 was indicative of total disagreement. Thus while a score of .000 in the Pearson r was indicative of no agreement, a score of .000 in the Intraclass Correlation Statistic showed reasonable good agreement. If we take, for example, an interview with 20 units and find that two of the three judges agreed on four transition points while the third judge marked six units as transition points but failed to agree with the other two judges, there were still 10 places where all three judges agreed that there were no transition points.

In the present study, a score of from .000 to .30 indicated good two judge agreement, but poor three judge agreement is locating transition points. In order to obtain a reliability score of from .301 to .600 there must not only have been good two judge agreement, but also good three judge agreement. In order to obtain a reliability score of above .610, excellent three judge agreement was necessary.

In this sample, two judges agreed a total of 267 times; three judge agreed a total of 164 times. There were a total of 431 transition points located. For a description of the total transition points located, two judge agreement, three judge agreement, sub-roles located, reliability of ratings, and reliability of average ratings of agreement among judges, see Table 4, p. 34.

There were three factors related to judge disagreement in locating transition points. First, the variation on the definiteness of changes between sub-roles. In one interview, for example, it was quite apparent when a school counselor changed from one sub-role to another. In another interview, it was apparent that there had been a change in sub-roles, but the exact transition point was not various obvious. Second, a sub-role may have had its own sub-roles (e.g., an Exploring Sub-role may include structuring, probing, information-giving, etc.), and judges differed in their sensitivity to those various sub-role levels. Finally, the school counselor may have changed his sub-role several times before actually assuming the new sub-role. The school counselor may have assumed a number of minor sub-roles before he assumed a more definite sub-role which was more easily determined by the judges.

TABLE 4

THE RELIABILITY OF RATINGS AND AVERAGE RATINGS FOR JUDGES IN LOCATING SUB-ROLE TRANSITION POINTS

Couns.	Int.	Judges	Total Trans. Pts. Located	2 Judge Agreement	Cum. Total	3 Judge Agreement	Cum. Total	Sub-Roles Located	Cum. Sub-Roles Located	Rel. of Ratings	Rel. of ave. Ratings
RB	1	ABC	21	5		1		6		.063	.169
	2		27	6		2		8		.157	.359
	3		25	4	15	3	6	7	21	.235	.462
WGH	1	ABC	35	13		1		14		.168	.377
	2		25	8	36	2	9	10	45	.257	.509
TJR	1	ABC	25	5		3		8		.314	.579
	2		34	3		6		9		.517	.762
	3		31	5	49	5	23	10	72	.367	.635
EJD	1	ABC	36	8		4		12		.250	.500
	2		13	5		1		6		.009	.027
	3		19	5		2		7		.377	.653
	4		13	0		3		3		.553	.788
	5		20	3		4		7		.723	.877
	6		14	4		2		6		.437	.699
	7		20	6		1		7		.122	.295
	8		15	0	80	4	44	4	124	.573	.801
RWC	1	CDG	21	2		4		6		.368	.635
	2		28	4		5		11		.423	.688
	3		21	6		1		7		.221	.460
	4		48	4	96	10	64	14	160	.533	.774

TABLE 4 - continued

Couns.	Int.	Judges	Total Trans. Pts. Located	2 Judge Agreement	Cum. Total	3 Judge Agreement	Cum. Total	Sub-Roles Located	Cum. Sub-Roles Located	Rel. of Ratings	Rel. of ave. Ratings
HLS	1	ABG	35	4		5		9		.286	.546
	2		22	5		2		7		.209	.442
	3		26	6		1		7		.036	.100
	4		31	9		0		9		.097	.244
	5		16	3		2		5		.251	.502
	6		30	7	130	3	77	10	207	.242	.489
MBC	1	DEG	30	5		5		10		.429	.692
	2		28	4		4		8		.290	.551
	3		14	3		2		5		.337	.604
	4		10	1		2		3		.427	.691
	5		11	0		3		3		.652	.849
	6		5	2	145	0	93	2	238	.781	.877
BK	1	DEG	30	1		7		8		.506	.754
	2		25	3		4		7		.360	.628
	3		27	3	152	2	106	5	258	.100	.250
RMH	1	DEF	36	11		2		13		.808	.927
	2		21	5		3		8		.419	.684
	3		10	0	168	3	114	3	282	.805	.925
JPR	1	DEF	40	10		1		11		.001	.004
	2		27	3		3		6		.103	.365
	3		23	3		3		6		.193	.418
	4		22	5		2		7		.236	.481
	5		32	8	197	2	125	10	322	.150	.350

TABLE 4 - continued

Couns.	Int.	Judges	Total Trans. Pts. Located	2 Judge Agreement	Cum. Total	3 Judge Agreement	Cum. Total	Sub-Roles Located	Cum. Sub-Roles Located	Rel. of Ratings	Rel. of ave. Ratings
PM	1	DEF	30	9		2		11		.229	.471
	2		16	4		1		5		.602	.819
	3		18	3		2		5		.001	.038
	4		31	6		3		9		.538	.778
	5		18	5		1		6		.586	.810
	6		22	6	230	1	135	7	375	.141	.330
ELH	1	BCF	15	4		1		5		.198	.425
	2		13	3		1		4		.198	.425
	3		11	2		1		3		.332	.374
	4		9	1		1		2		.213	.448
	5		12	3		1		4		.183	.403
	6		21	5	248	2	142	7	390	.612	.825
RBF	1	AFG	13	3		1		4		.129	.308
	2		21	3		2		5		.137	.323
	3		15	3		4		7		.410	.676
	4		24	3	258	4	152	7	410	.365	.637
EL	1	EFG	21	2		3		5		.248	.498
	2		11	1		2		3		.358	.627
	3		14	2		2		4		.297	.559
	4		10	1		1		2		.083	.220
	5		18	3		2		5		.194	.403
	6		9	0		2		2		.373	.640
	7		11	0	267	1	164	1	431	.052	.175

In summary, it appeared that there was enough agreement between judges in locating transition points in this sample of interviews to warrant the investigation of the nature of the school counselor sub-roles played between these transition points.

Nature of the Counselee' Problem

The present study was also concerned with the nature of the counselee's problem. The investigator was interested in whether the type of problem being discussed was reltated to the type, frequency, and range of the sub-role being played. The nature of the problem was classified for each sub-role unit in the total number of 66 interviews used in this study according to the classification system of educational-vocational problems and personal-social problems.

A unit was designed educational-vocational if the counselor was primarily concerned with developing an educational plan with the counselee, providing remedial assistance, giving occupational or educational information, appraising vocational-educational fitness, assisting the counselee in plainning for a career, helping the counselee select a training institution, interpreting tests for the counselee or providing remedial assistance.

A unit was designated personal-social if the counselor's primary concern in the unit was in helping the counselee to deal with emotional conflict, assisting the counselee in dealing with peer relationships, assisting the counselee in dealing with sexual problems, helping the counselee to deal with relationships between himself and parents or significant others, assisting the counselee with moral problems and helping the counselee to develop some type of life plan.

Once the judge had determined the nature of the counselee's concern within the sub-role unit, he was to reocrd his response on the work sheet. See Rating Form #1, on page 32.

Of the 431 sub-role units located, 121 were labeled personal-social while 262 were labeled educational-vocational. The judges could not agree on 48 of the sub-roles. It was felt that a more detailed description of the problem was not necessary for this particular study because most classification systems of problems have as their base the educational or personal-social problem.

Labeling Sub-Roles

After the judge determined the transition points for all of the interviews and labeled each sub-role unit according to the problem involved in that sub-role unit, he was to reread each interview and label each sub-role unit. See Rating Form #2, page 39, for a sample sub-role rating sheet. After labeling the sub-role unit, the judge was then to define his label.

In labeling the sub-role unit, each judge was given considerable freedon. The labels used to describe the sub-role unit needed only to be consistent with our present understanding of counseling behavior. No attempt was made to relate the units to any existing system of classifying sub-role units. If the label used adequately characterized the unit, it was considered acceptable. The classification and assignment of sub-roles were developed as a result of analysis of the content.

Upon completing the above, the judge was asked to ascertain if all identifying data was written in and if all of the rating sheets had been completed. If so, he was then to clip all of the material together and return it for processing.

Categorization of Sub-Roles

No attempt was made to relate the sub-roles observed to an existing theoretical orientation. The classification and assignment of sub-role categories were developed as a result of analysis of content.

In classifying the sub-roles, a procedure similar to set operation as described by Kerlinger (1965) was used. All of the rates sub-roles were considered as a universal set. A category was then selected as a starting point. All remaining sub-roles were studied to see if they could be included or excluded from this set. From the remaining sub-roles, another sub-role was picked and the same procedure was used. After the initial partitioning, the categories were restudied and intersection and union of sub sets was undertaken.

In order to facilitate this categorization, the investigator used the following guide, which was adapted from Galfo and Miller (1965), when defining sub-role categories: (1) content with meaningful similarities were grouped together, (2) all content was included in a category, (3) the number of categories were limited to the extent that the data was manageable, but not made so small that meaningful differences were hidden, (4) the categories were unified by relating specifically with the counselor sub-role behavior, (5) the classification attempted to reflect the distinctions school counselors make with regard to their own behavior in the counseling interview, (6) the classification was held logically consistent in that each of the terms were defined in a consistent manner throughout the taxonomy, and (7) the categories were consistent with our present understanding of counseling behavior.

FIGURE 2

SUB-ROLE RATING SHEET

COUNSELOR: ______ JUDGE________________________

INTERVIEW NO. ____

Sub-Role Unit		Problem	Label	Definition
		Ed-Voc		
from	to	Per-Soc		

Analysis of the Data

The following section lists several general sets of questions that this study attempted to answer and discusses the procedures used in attempting to answer these questions. The major purpose of the present study was to obtain a more thorough description of the characteristics of the nature and range of school counselor sub-roles in the counseling interview. More specifically, the questions were divided into two sections: (1) Questions concerning sub-role frequency and (2) questions concerning the pattern of sub-roles.

(a) Questions concerning sub-role frequency

(1) How frequently does each sub-role occur?
  (i) The number of sub-roles played by the school counselor and the number of times each sub-role occured was determined and reported for each counselor.

(2) Do counselors in this sample differ in the number of sub-roles each one plays?
  (i) The number of times each sub-role was played was determined and reported.

(3) How long is each sub-role?
  (i) The amount of time spent in each sub-role was determined and reported for each school counselor.

(4) Will a point be reached after which the school counselor will not add any new sub-roles?
  (i) The cumulative number of different counselor's sub-roles was recorded for his series of interviews. The results were plotted and a visual analysis was then made of the resulting curve.

(b) Questions concerning the pattern of sub-roles

(1) Will a counselor remain consistent in the range of sub-roles he uses in going from counselee to counselee?
  (i) The range of sub-roles played by the counselor in each of his various interviews was determined and reported.

(2) What is the relation of the problem being discussed to the sub-role of the counselor?
  (i) The percentage of kinds of sub-roles played by counselors according to type of problem discussed was determined and reported.
  (ii) The Chi-square Statistic was cumputed to determine the relationship between the types of problems discussed.

(3) Do counselors from different types of secondary schools play different sub-roles?
  (i) The precentage of different sub-roles used by the sample of counselors from each type of school was determined and reported.
  (ii) The Chi-square Statistic was computed to determine the relationships between the various types of schools.

(4) Will there be any consistent pattern of sub-roles used by the school counselor as he moves from counselee to counselee?
   (i) The types and frequency of sub-roles used by counselors with each of the counselees were determined and reported.

CHAPTER IV

PRESENTATION AND DISCUSSION OF RESULTS

Chapter IV presents a discussion of the results of the study. This discussion is presented in three sections. These are: (1) Development of the Sub-role Classification System, (2) Frequency of Sub-roles Used, and (3) Pattern Similarity of Sub-roles.

Development of the Sub-role Classification System

The first step in the identification of counselor sub-roles was the location of transition points. Following this, the judges were to read through their assigned interviews and label and define each sub-role unit that they had found. A total of 431 sub-role units were located by the judges.

In labeling the unit, each judge was given the freedom to label the sub-role unit as he saw fit. The label had only to adequately characterize the sub-role unit. No attempt was made to relate the units to any existing system of classifying sub-role units. The seven judges provided a pool of 95 labels and definitions from which the classification system was developed. For a complete listing of the judges sub-role labels and definitions, see Appendix D, Judges Sub-role Labels and Definitions.

These 95 lables and definitions were then grouped into categories according to the following system adapted from Kerlinger (1965). All rated sub-roles were considered as a universal set. A category was then selected as a starting point from which the classify all other labels and definitions. All similar labels and definitions were placed into this first group. All remaining sub-roles were restudied to see if they could be included or excluded from this group. From the remaining sub-roles, another category was chosen and the same precedure was used as with the first category. After this initial partitioning was completed, the categories were restudied and intersection and union of sub-sets was undertaken.

The partitioning of categories was considerably aided by the judges' definitions of their labels. In a manner of situations, two judges had similar definitions, but different labels for these definitions. When decisions were necessary, the definition was used as the guide. For a complete listing of the Classification of the Judges Sub-role Labels, see Appendix E.

The completion of classification resulted in 12 categories. These categories were used as the base in describing counselor sub-roles played in the counseling interviews. In order to facilitate this categorization, the following guide adapted from Galfo and Miller (1965) was used when defining the sub-role categories: (1) content with meaningful similarities were grouped together, (2) all content was included in a category, (3) the number of categories were limited to the extent that the data was manageable, but not made so small that meaningful differences were hidden, (4) the categories were unified by relating specifically with the counselor sub-role behavior, (5) the classification was held logically consistent in that each of the terms were defined in a consistent manner throughout the taxonomy, and (7) the categories were consistent with our present understanding of counseling behavior.

The above guide was used in developing the final categorization system. This categorization resulted in the development of the 12 sub-role categories used in the final analysis of school counselor sub-roles. The categories were: (1) Judging, (2) Advising, (3) Exploring, (4) Information Giving, (5) Clarification, (6) Information Gathering, (7) Probing, (8) Supproting, (9) Reflecting, (10) Structure, (11) Rapport Building, and (192) Closure. For a description of the above labels along with an example of the sub-role, see Appendix F, Description of School Counselor Sub-roles.

In order to adequately analyze the data, sub-role units had to be placed into a final categorization. An important part of the study was the development of a useful system for categorizing school counselor behavior into sub-roles.

Before the questions concerning sub-role frequency and sub-role consistency could be answered, the sub-role units had to be labeled. This was done by coding the judges' label into the classification system (see Appendix E) and matching the judges' labels with the sub-role units previously located.

In order to determine the sub-role label, the judges' coded labels were matched with the previously located sub-role units. When disagreement resulted, the judges either disagreed completely on the label or provided more sub-role labels than sub-roles. In either case, ajudication of the sub-role label was necessary. Judges agreed upon the sub-role unit but disagreed on the label of the sub-role 42 times. Judges left a surplus of sub-role labels 67 times. There were 109 ajudicated sub-role units.

Part of the lack of agreement among the judges may have been due to the relatedness of some of the categories. For example, it was often difficult to determine whether a counselor was attempting to obtain factual information from the counselee (Information Gathering Sub-role) or whether the counselor's intent was aimed at getting a more detailed account of the counselee's story so that both could obtain a more complete and clearer picture of what the counselee's problem really was (Exploring Dub-role). In both of these cases, the counselor's purpose was aimed primarily at getting information.

Another type of situation cousing desagreement in labeling sub-roles occured with the judge had to make a decision as to which role being played was the primary one. In scheduling, for example, a sub-role was labeled Information Gathering when the counselor was concerned with asking the counselee about his course of study. Where the course of study involved both participants and was integrated into searching for possible courses of action, the sub-role was classified as Exploring. At times the counselor was primarily interested in obtaining factual information (Information Gathering Sub-role), but at other times, he would temporarily suggest possible alternatives to the counselee (Exploring Sub-role). In these instances, it was difficult to determine which sub-role was the primary sub-role; thus disagreement resulted.

A third factor causing disagreement among judges may have been the lack of sufficient samples of clear-cut verbal behavior by the counselors which would have permitted greater differentiation among sub-role categories.

A fourth factor that caused disagreement among the judges was the judges's sensitivity to locating sub-roles. Judge A, for example, would consistently turn every change in the counselor's purpose into a sub-role while Judges B and F would turn into a sub-role only those counselor changes that were clear and easy to discern.

In addition to the above factors which may have caused disagreement in labeling sub-roles, another cause could have been the lack of predetermined labels and definitions of counselor sub-roles. The judges had the responsibility of developing their own sub-role classification system. In some cases, the judges were not consistent in their own labeling system.

There were, however, many more agreements than disagreements in locating and labeling sub-roles. Twenty-seven times three judges agreed on the location of the sub-role unit and agreed on the label of the sub-role. Two of the three judges agreed 65 times on locating and labeling the sub-role while there were 230 occasions where two judges agreed on the location of the sub-role unit and presented a dominant theme for the sub-role unit. There were a total of 322 sub-role units located and agreed upon.

When the total 431 sub-role units were labeled, larger sub-role patterns emerged. In a number of instances, dominant themes occurred indicating that a larger sub-role was present. For example, suppose that Judge A rated counselor speeches 20 through 29 Exploring, 30 through 39 Information Giving, and speeches 40 through 49 Exploring while Judge B labeled speeches 20 through 29 Information Gathering, speeches 30 through 39 as Exploring and speeches 40 through 49 as Information Giving. Meanwhile, Judge C has labeled speeches 20 through 29 as Exploring, 30 through 39 as Information Gathering, and speeches 40 through 49 as Exploring. Speeches 20 through 29 and speeches 40 through 49 would be labeled Exploring. However, speeches 30 through 39 have been labeled as Information Giving. Exploring, and Information Gathering by the various judges. When the sub-role from speeches 30 through 39 were ajudicated, it was found to be more like Exploring and was labeled as such. This then resulted in all three sub-roles being labeled Exploring and in a condensation of three sub-roles into one.

There were a total of 235 such combinations of sub-roles which were condensed into 98 sub-role units. This left a total of 333 sub-role units to be utilized in the analysis of the frequency and consistency of the sub-roles.

In labeling the sub-roles there were many more agreements than disagreements indicating that the sub-role categories utilized were adequate for this study. However, future research is still needed to develop a more precise categorizing system for classifying school counselor sub-roles. Once this categorizing system has been developed, judges can be expected to become more reliable in their labeling of school counselor sub-roles.

Frequency of Sub-roles Used

The results reported in the above section (Development of the Sub-role Classification System) lend support ot the concept that school counselor sub-roles can be inferred from verbatim transcriptions of school counselor interviews. The present study hopes to provide information as to the frequency and pattern of school counselor sub-roles. This section and the following one will deal with these two major areas.

Frequency of occurrence of sub-roles

How frequently does each sub-role occur? Table 5, page 47, presents the number of times each sub-role occurred, the percentage of occurrence, and the rank of the sub-role. This table further shows the amount of time school counselors spent in the various sub-roles, the percentage of total time spent in the sub-role, and the rank of the sub-role according to time. It was evident that certain sub-roles were played more frequently than others. The Information Gathering, Information Giving, Exploring, Structuring, and Advising Sub-roles were played the most frequently by the high school counselors in this study. When the amount of time spent in each sub-role unit was investigated, the Exploring, Information Gathering, Information Giving, and Advising Sub-roles were found to have consumed a greater amount of the counselor's time.

TABLE 5

RANK ORDER FREQUENCY OF SUB-ROLES PLAYED BY THE FOURTEEN SCHOOL COUNSELORS

Sub-role	N	% age	Rank	Time min.	% age	Rank
Information Gathering	72	21.6	1	336	20.9	2
Information Giving	58	17.4	2	244	15.2	3
Exploring	44	13.2	3	338	21.0	1
Structuring	36	10.8	4	51	3.1	11
Advising	33	9.9	5	181	11.2	4
Closure	23	6.9	6	21	1.3	12
Supporting	20	6.0	7	125	7.8	5
Clarification	14	4.2	8	71	4.4	8
Judging	14	4.2	9	78	4.8	6
Rapport Building	8	2.4	10	53	3.3	9
Reflecting	7	2.1	11	53	3.3	10
Probing	4	1.2	12	62	3.8	7
Totals	333	100.0		1611	100.0	

In examining Table 5, several interesting items were noticed. While Structuring and Closure were played 36 and 23 times respectively, the time that these sub-roles were utilized ranked eleventh and twelfth respectively. Only 51 and 21 minutes respectively were spent in the Structuring and Closing Sub-roles. Exploring accounted for only 13.2 per cent of all of the sub-roles played; but did account for over one fifth of all time spent in counseling.

The time spent in the Advising Sub-role provided another interesting comparison. School counselors in this study spent more time Advising than they did Supporting, Clarifying, Building Rapport, or Reflecting.

In general, however, all of the sub-roles, except Rapport Building, Reflecting, and Probing were used frequently by the 14 school counselors involved in the study. The Information Gathering, Information Giving, Exploring, Structuring, and Advising Sub-roles were played most often by the school counselors. These five sub-roles accounted for 72 per cent of all the time spent in counseling.

The minimal use of the Probing Sub-role tended to corroborate present day thinking with regard to school counseling practice. Present day thinking generally concludes that the school counselor is not trained to handle problems calling for depth analysis. Dept analysis is considered to be the domain of the clinician.

Factors which affected the frequency with which sub-roles were played and which affected the range and repetoire of school counselor sub-roles will be discussed in the following sections. However, before attempting to answer some of these questions, three prior questions must be discussed: (1) Do the school counselors in this sample differ in the number of sub-roles each one plays? (2) How long is each sub-role? and (3) Will a point be reached after which the school counselor will not add any new sub-roles?

Different number of sub-roles school counselors play

Do school counselors differ in the number of sub-roles they play? Table 6, page 49, presents the number of sub-roles used by nine of the 14 school counselors who had a total of at least two hours of time spent in counseling. These nine counselors were arbitrarily divided into three groups. These groups consisted of the low, middle, and high range sub-role users. The interview protocols for five of the school counselors were not included because there was not 120 minutes of counseling time available for them. Because of this, it was felt that these school counselors would not have time to demonstrate their entire sub-role repetoire.

When the 14 total sub-roles played by RBF (the lowest sub-role user) were compared with the 45 sub-roles played by school counselor EJD (the highest sub-role user), it was obvious that school counselors did play

TABLE 6

NUMBER OF SUB-ROLES UTILIZED BY LOW, MIDDLE, AND HIGH RANGE COUNSELORS

Counselor	Judg.	Advs.	Expl.	Info. Give.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapt. Bldg.	Clos.	Total
RBF	2	1	0	3	1	1	1	3	0	2	0	0	14
RB	0	1	2	0	2	3	0	2	1	1	2	2	16
EL	0	3	4	5	1	3	0	1	0	0	0	0	17
Total	2	5	6	8	4	7	1	6	1	3	2	2	47
RMH	0	1	3	2	1	4	1	1	1	2	0	2	18
TJR	0	5	0	4	0	7	0	0	0	2	0	0	18
JPR	0	2	4	0	1	4	1	2	0	4	5	1	24
Total	0	8	7	6	2	15	2	3	1	8	5	3	60
RWC	4	0	7	5	0	8	0	1	0	2	0	4	31
HLS	2	4	4	6	1	5	1	1	3	5	1	2	35
EJD	0	0	6	15	2	11	0	4	1	2	0	4	45
Total	6	4	17	26	3	24	1	6	4	9	1	10	111

different numbers of sub-roles for a standard period of time. When the combined school counselors who played the least total number of sub-roles were compared with those combined school counselors who played the most number of sub-roles, the difference was still considerable.

What caused this difference? Could the problems brought to the interview have had any influence upon the counseling? When the problems brought to the various high-range and low-range counselors were compared, both types of counselors had approximately the same number of educational-vocational and personal-social problems brought to them. This, therefore, tended to discount the type of counseling problems as a factor in determining why some school counselors tended to play a higher number of sub-roles than others.

The next possible reason for one set of counselors playing more sub-roles was that the high sub-role range counselors had more interviews. The low range counselors had a total of 13 interviews while the high range counselors had a total of 18 interviews. While the higher sub-role range school counselors did have five more interviews, this was not enough to account for a difference of 64 sub-roles. Actually, the mid-sub-role range school counselors played 60 sub-roles with two interviews fewer than the low range sub-role group. Therefore, the number of interviews was discounted as a factor in the total number of sub-roles played by the school counselors.

The next area considered was that of the type of sub-roles played by the low sub-role range school counselors as compared with the type of sub-roles played by the high sub-role range school counselors. The high range sub-role school counselors played more Judging, Exploring, Information Giving, Information Gathering, Structuring, and Closing Sub-roles. The low sub-role range school counselors played more Advising and Clarifying Sub-roles. The low sub-role range school counselors played more Advising and Clarifying Sub-roles. This was not the complete answer because the low sub-role range school counselors did not spend that much time advising and clarifying.

When the percentage of time spent in the various sub-roles was investigated, it was found that the low sub-role range school counselors generally played sub-roles that had higher mean times. In the high sub-role range school counselor group, school counselors played more Judging, Exploring, Information Giving, Information Gathering, Structure, and Closing Sub-roles. The low sub-role range school counselors played more Advising and Clarifying Sub-roles. This was not the complete answer because the low sub-role range school counselors did not spend that much more time advising and clarifying.

When the percentage of time spent in the various sub-roles was investigated, it was found that the low sub-role range school counselors generally played sub-roles that had higher mean times. In the high sub-role range school counselor group, school counselor RWC used as his major sub-roles Information Giving, Information Gathering, and Exploring;

counselor HLS used as his major sub-roles Information Giving, Supporting, and Information Gathering. EJD used as his major sub-roles Information Giving and Information Gathering. The Information Giving Sub-role lasted an average of 6.24 minutes; the Exploring Sub-role was played an average of 7.69 minutes; the Exploring Sub-role was played an average of 7.69 minutes; and the Information Gathering Sub-role lasted an average of 4.61 minutes. The major sub-major sub-roles utilized by the low sub-role range school counselors were: RBF, Information Giving, Judging, and Probing; RB, Exploring, Reflecting, and Information Gathering; and for EL, Supporting, Information Gathering, and Exploring. The Judging Sub-role averaged 5.56 minutes; the Reflecting Sub-role averaged 7.55 minutes, while the probing Sub-role averaged 15.42 minutes. In general, the low sub-role range school counselors tended to play sub-roles with higher mean times.

When the amount of time spent in playing a sub-role was compiled for both high and low range school counselors, the low range school counselors typically played their sub-roles for greater periods of time than did the high sub-role range school counselors (See Summary Data Sheets, Appendix).

We can only speculate as to why this difference in number of sub-roles occurred. Perhaps the school counselors who used the high range of sub-roles were more alert of counselee shifts and were more flexible in their sub-role utilization. Possibly the low sub-role range counselors had established better rapport with the counselees and did not need to shift around to find a suitable sub-role. Research is needed to investigate the relationship between the number of sub-roles utilized and success in the counseling interview.

Sub-role length

How long is each sub-role? Table 7, page 52, presents the number of sub-roles played, total time the school counselors spend counseling, the range of sub-roles, the number of school counselors playing each sub-role, and the average time the sub-role was played. It was evident that certain sub-roles were played for a greater length of time than others. The Probing, Exploring, and Reflecting Sub-roles were played the longest average time. The Closure and Structuring Sub-roles were played the lowest average time. The remainder of the sub-roles ranged fron 4.61 (Information Gathering) to 6.62 minutes (Rapport Building).

In general, all sub-roles ranged over quite an area of time. It was not unusual to find a 20 minute differential between the least number of minutes the sub-role was played and the highest number of minutes the sub-role was played. In reading the interview protocols, the judges were instructed to rate a unit as a sun-role if it was clear and definite. This tended to indicate that sub-roles could be quite short and still be identified by qualified judges. The longest sub-role was the Exploring Sub-role. It lasted 62.2 minutes. The upper time range of the sub-roles tended to indicate that sub-roles were also stable over long periods of time.

TABLE 7

MEAN TIME SCHOOL COUNSELORS USE IN PLAYING SUB-ROLES

Sub-role	N	Total Time Spent in Playing Sub-role (minutes)	Range of Time each Counselor Spends Playing Sub-role (minutes)	Range of Sub-role (minutes)	Number of Counselors Playing the Sub-role	Mean Time Sub-role (minutes)
Judging	14	77.89	2.4-37.1	.8-22.2	5	5.56
Advising	33	181.04	.5-45.8	.5-42.5	12	5.49
Exploring	44	338.14	7.9-75.1	.2-62.2	11	7.69
Information Giving	58	244.10	1.1-57.4	1.5-43.2	13	4.21
Clarification	14	71.49	1.7-15.5	.7-11.1	10	5.11
Information Gathering	72	336.22	4.5-69.9	.5-29.3	14	4.61
Probing	4	61.69	2.1-35.0	2.1-35.0	4	15.42
Supporting	20	124.81	1.7-38.8	.3-14.8	12	6.24
Reflecting	7	52.84	2.0-30.6	4.4-30.6	5	7.55
Structuring	36	50.52	.5-8.74	.2- 4.0	12	1.40
Rapport Building	8	52.96	2.4-42.3	1.1-18.3	3	6.62
Closure	23	21.49	.2- 6.1	.2- 5.2	10	.93

The reader could suspect that when the short sub-roles were used by the school counselor, the counselor was searching for an appropriate sub-role to play with the school counselee. If this were so, one could suspect that short roles were synonomous with a school counselor who had not yet developed a close working relationship with the counselee.

Conversely, one could assume that a long sub-role was indicative of the sub-role pattern of the school counselor who had developed a working relationship with the counselee and was confident of the sub-role he was playing. Another consideration is that the school counselor was bored with the sub-role he was using and was interested in shifting the interview to in order to regain his own interest. Finally, the school counselor might have been pressed for time, had to rush through the interview, but felt that he should do certain things in the interview that he thought were synonomous with good counseling.

Further research is needed to help determine the relative importance of the short versus the long sub-role and the development of the working relationship with the counselee at the time each sub-role is being played.

Interview sample needed to establish school counselor sub-role repetoire

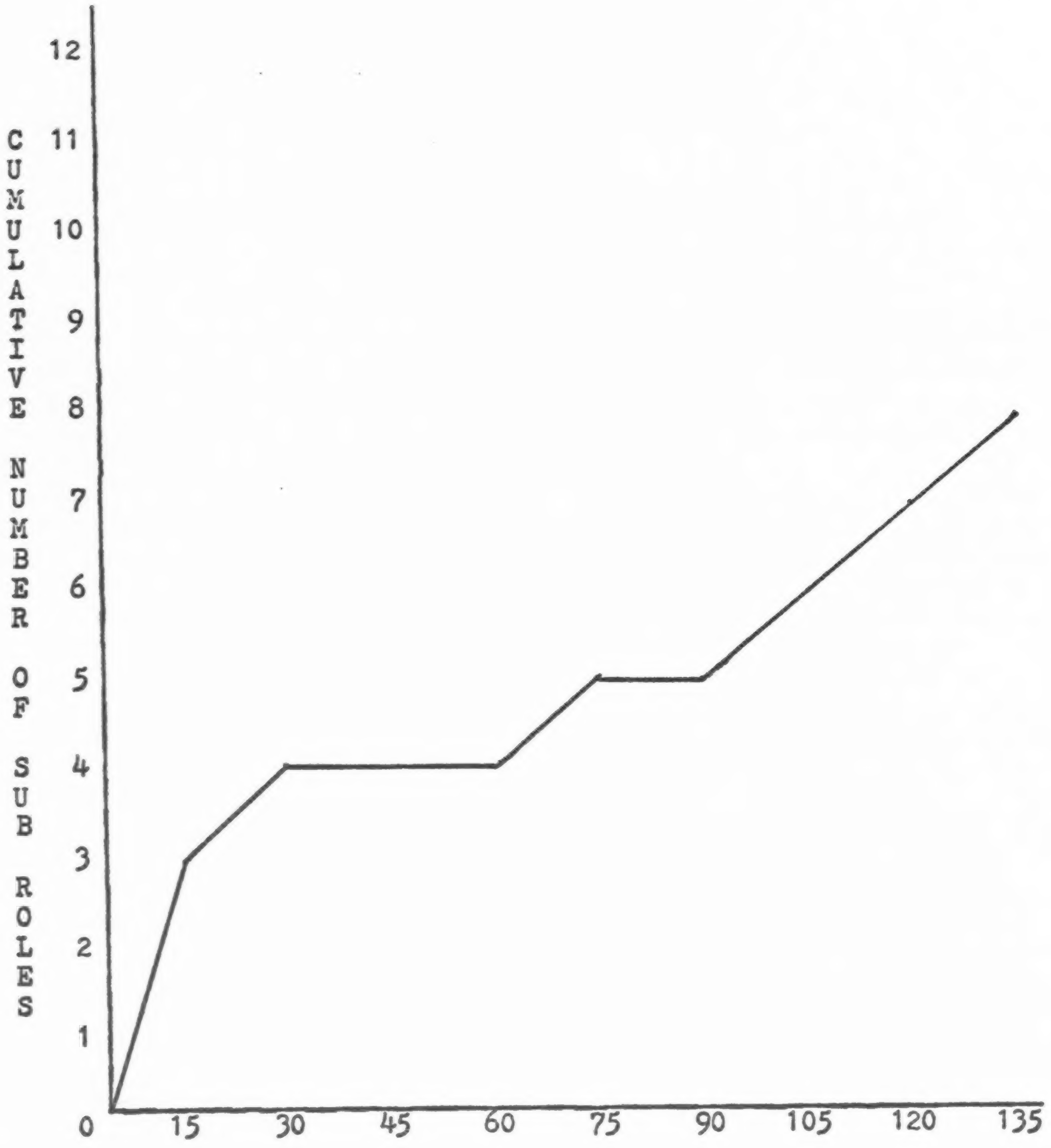
Will a point be reached after which the school counselor will not add any new sub-roles? What sampling of the school counselor's behavior is necessary to get a adequate picture of his sub-role repetoire? The tern "adequate" was defined as representing that point beyong which there was no major increase in the number of sub-roles manifested by the school counselor.

Nine of the school counselors had 120 minutes or more of counseling protocol. Five of the school counselors were excluded from this portion of the study because to was felt that their interview protocol was too short to give an adequate picture of their sub-role repetoire.

Figures three through 11 show for each of the nine school counselors: (1) the cumulative number of different school counselor sub-roles recorded in the interviews for the entire counseling series, and (2) the time sequence in the interviews at which the school counselor added now sub-roles. The cumulative number of sub-roles played by the school counselor is shown on the ordinate of the chart. The abscissa numbering indicates the time sequence.

According to the rating system used, see Appendix F, 12 sub-roles were possible.

School counselor RBF, Figure 3, page 54, played a total of eight different sub-roles in the two hours of counseling. His protocol included four interviews. The major roles he played included Information Giving,



MINUTES OF COUNSELING

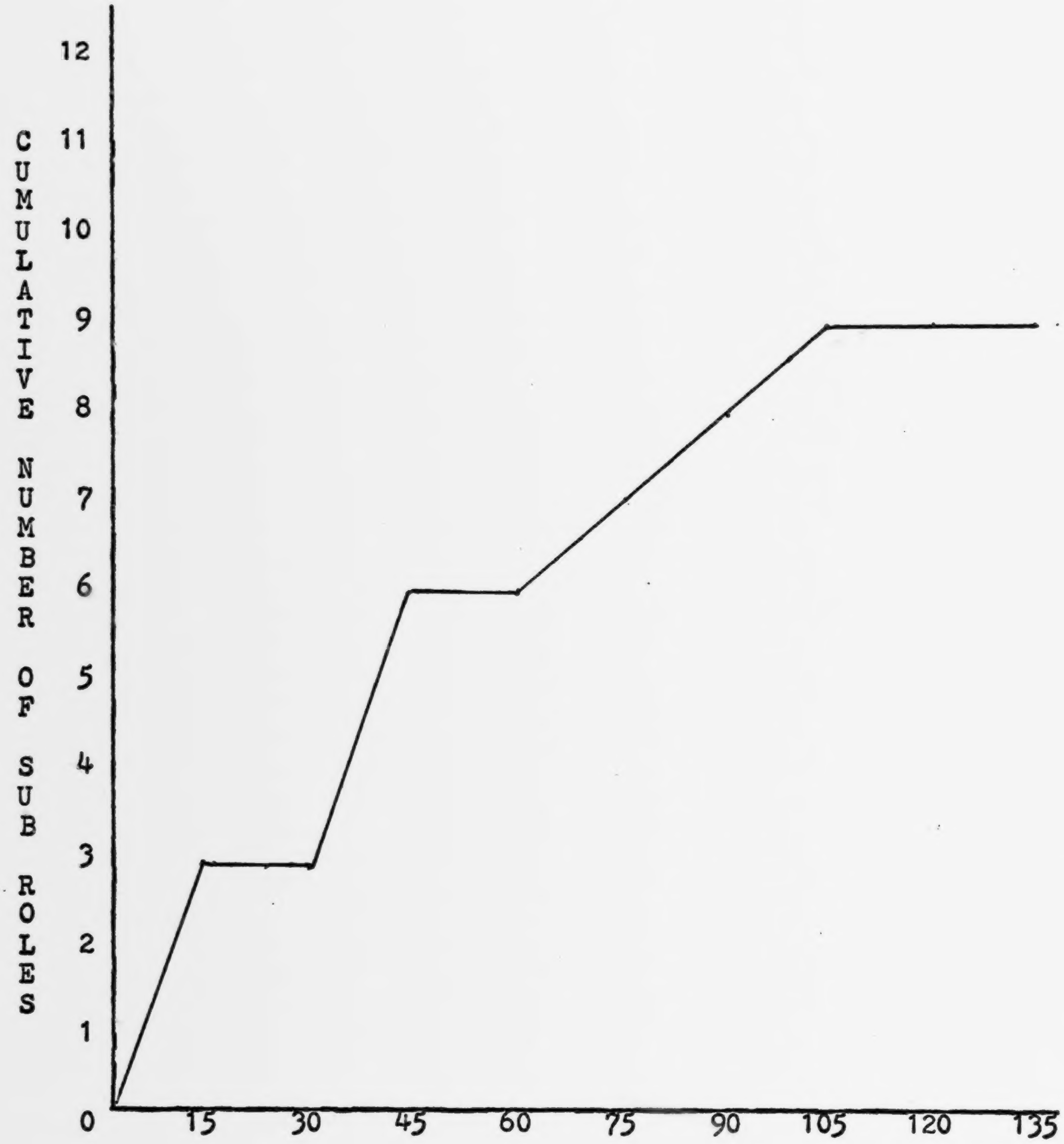
Fig. 3. The cumulative number of counselor sub-roles for Counselor RBF recorded for each 15 minutes segment of counseling and treated collectively for the total amount of time the counselor spent counseling.

(42%); Judging, (17%); and Probing, (11%). He did not play the most time-consuming role, that of Exploring. It was interesting to note that in RBF's first three interviews, which accounted for 98 minutes of counseling, he play a total of nine different sub-roles; while in the last 40 minutes, which was a personal-social problem, he added his last three sub-roles. The probability is that if more counseling time were given FBF, he would have added relatively few nes sub-roles ot his repetoire.

All three of school counselor RB's, Figure 4, page 56, interviews were personal-social in nature. RB played the majority of her sub-roles in the first two interviews. Since none of the interviews was educational-vocational in nature, one cannot say positively that this school counselor would have added more sub-roles had there been more educational-vocational interviews. This school counselor did play 9 or the possible 12 sub-roles. Only Judging, Information Giving, and Probing were not played. Four sub-roles were played in the first interview, and four additional sub-roles appeared in the second interview; one new sub-role occurred in the last interview. Perhaps more educational-vocational problems would have brought out the Judging and Information Giving Sub-roles, but it was doubtful if the Probing Sub-role would have occurred since it seemed to be related to the personal-social diad. RB's major sub-roles were the Exploring, (30%); Reflecting, (26%); and Information Gathering, (24%) Sub-roles.

School counselor EL's, Figure 5, page 57, counseling time consisted of a total of six interviews. The first five interviews involved educational-vocational problems; the last interview involved a personal-social problem. The counselor played a total of six different sub-roles; he reached these in the first 30 minutes of counseling time. The major sub-roles Supporting, (31%); Information Gathering, (20%); and Exploring, (26%). In his final interview, personal-social, he used the Supporting Sub-role. Perhaps additional personal-social type interviews would be necessary for EL to exhibit his full repetoire of sub-roles. Nevertheless, the final personal-social interview did consume 36 minutes of counseling time and did account for the longest time any one counselor spent in the Supporting Sub-role.

School counselor RMH, Figure 6, page 58, played a total of 10 sub-roles in his three interviews over a two hour period. His repetoire of sub-roles used by RMH were Information Gathering, (37%); Exploring (27%); and Reflecting, (10%). His first interview lasted 103 minutes; it represented the longest interview in the entire study. The interview was persoanl-social and the school counselor used a total of five different sub-roles including Reflecting, Information Giving, Exploring, Clarifying, Information Gathering, and Closing. RMH's last two interviews were considered by the judges to consist of a combination of personal-social and educational-vocational problems. It was here that he added the Structuring, Advising, Supporting, and Probing Sub-roles. In general, RMH was placed in such a situation so as to be able to play the majority of sub-roles available to him.



MINUTES OF COUNSELING

Fig. 4. The cumulative number of counselor sub-roles for Counselor RB recorded for each 15 minutes segment of counseling and treated collectively for the total amount of time the counselor spent counseling.

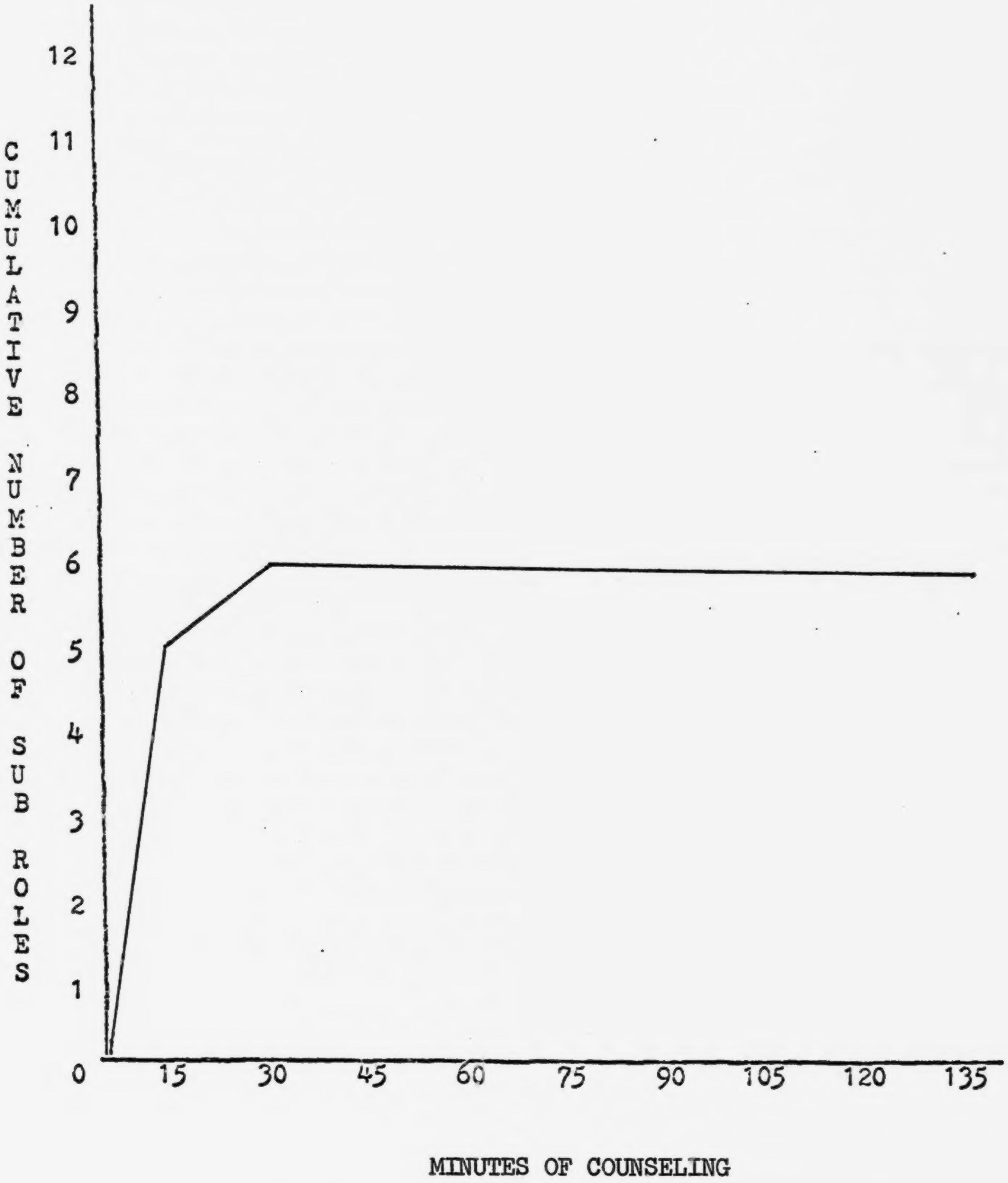
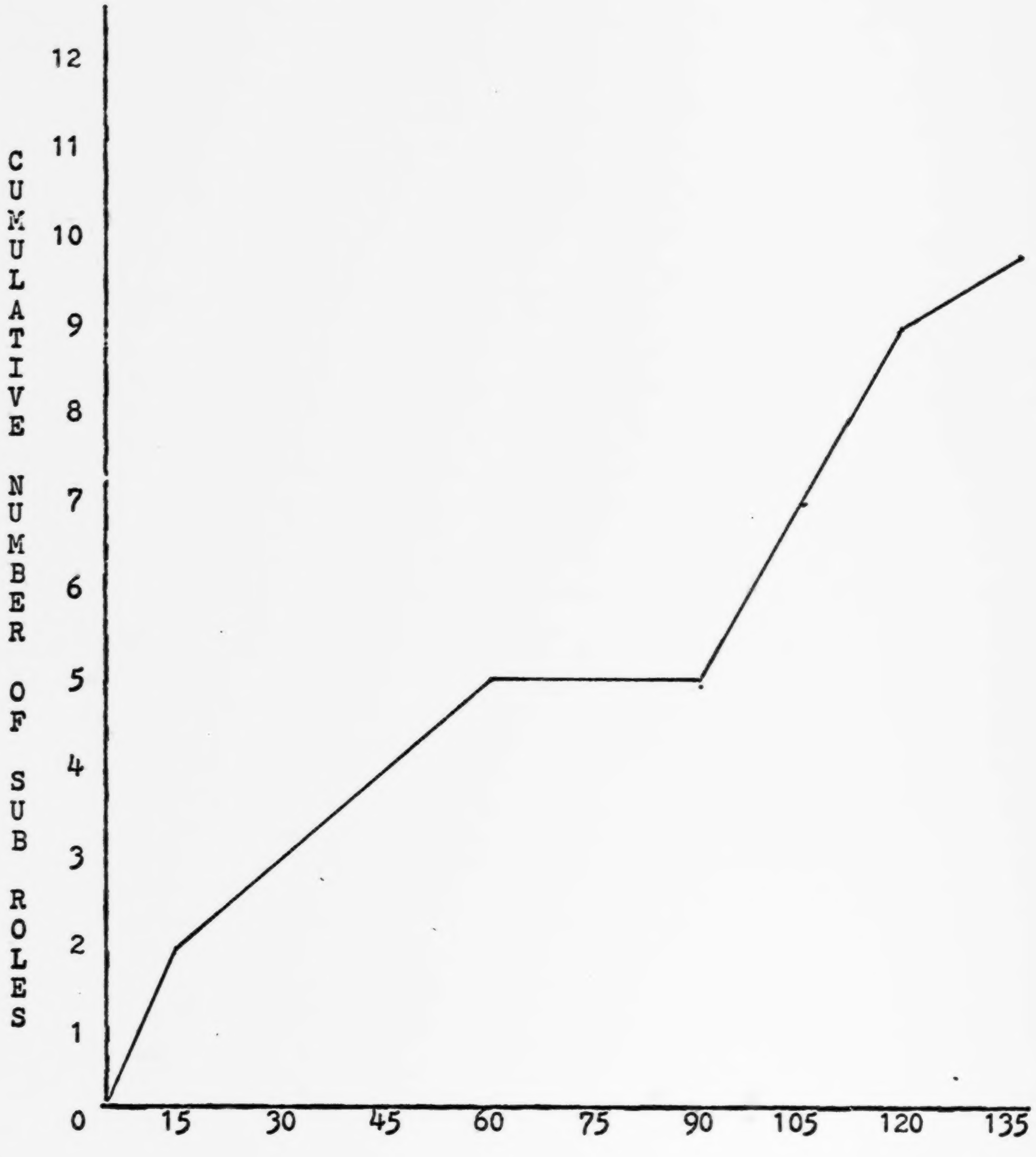


Fig. 5. The coumulative number of counselor sub-roles for Counselor EL recorded for each 15 minutes segment of counseling and treated collectively for the total amount of time the counselor spent counseling.



MINUTES OF COUNSELING

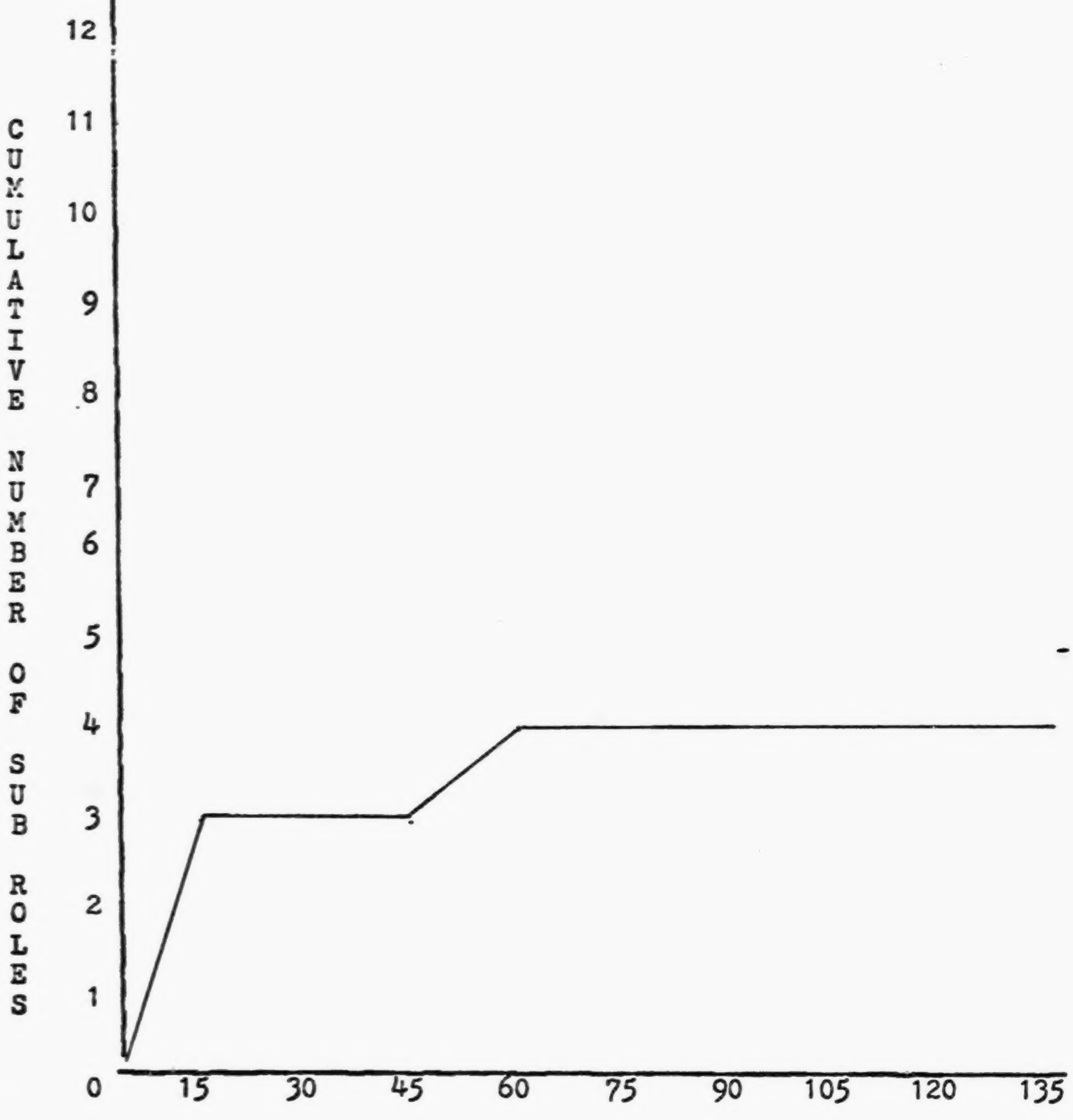
Fig. 6. The cumulative number of counselor sub-roles for Counselor RMH recorded for each 15 minutes segment of counseling and treated collectively for the total amount of time the counselor spent counseling.

Three of school counselor TJR's interviews were studied, Figure 7, page 60. He played a total of four sub-roles throughout the counseling time. These sub-roles included Structuring, (2%); Information Gathering, (55%); Advising (25%); and Information Giving, (17%). All of TJR's interviews, with the exception of the last 10 minutes of the last interview were educational-vocational in nature. With a greater number of personal-social interviews included, TJR might have expanded his repetoire of sub-roles. Even though his interviews were all educational-vocational, he still played fewer different sub-roles than other school counselors in educational-vocational interviews.

School counselor JPR, Figure 8, page 61, played a total of six sub-roles throughout her two hours of counseling. The major sub-roles played by JPR for that two hour period included the roles of Exploring, (32%); Advising, (20%); and Probing, (15%). A total of four interviews were studied. All of the problems encountered in these interviews were personal-social in nature. Within the first 45 minutes of counseling time, five of the six sub-roles were played. JPR did not add the last sub-role until the last interview and then only with a few minutes remaining in the interview. There was an additional interview not reported on Figure 8 that was personal-social and lasted 93 minutes. Four sub-roles were played in this interview. A seventh new sub-role was added within the first 20 minutes of this interview. One can only speculate as to the roles she might have added had there been several interviews with educational-vocational problems as their focus. Noticeable in its absence was the Information Giving Sub-role which frequently was observed in the educational-vocational interviews. The assumption can be made, though, that we have seen JPR's full repetoire of sub-roles dealing with personal-social problems.

School counselor RWC, Figure 9, page 62, played a total of eight different sub-roles in his four interviews studied. This sub-role repetoire included Information Gathering, Information Giving, Exploring, Closing, Structuring, Judging, and Advising. Supporting was present as a bridf sub-role in a personal-social section which also included the sub-role of Information Gathering, Exploring, Judging, and Closing. The sub-roles that RWC did not use included those of Clarifying, Reflecting, Probing, and Rapport Building. These sub-roles might have appeared if there had been more personal-social interviews available. RWC's last interview was largely personal-social in nature. It was in this interview that he added his last different sub-role, that of Supporting. The interview lasted 53 minutes, during which he had time to utilize more sub-roles. He chose instead to spend the major portion of his time in Exploring (23 minutes) and Judging (22 minutes) rather than in one of the other sub-roles. We can tentatively conclude that a major portion of RWC's sub-role repetoire was utilized. RWC's major sub-roles were Exploring, (44%); Judging, (37%); and Information Gathering, (20%).

HLS, Figure 10, page 63, was the only school counselor in this sample who played all 21 sub-roles in the two hour counseling period.



MINUTES OF COUNSELING

Fig. 7. The cumulative number of counselor sub-roles for Counselor TJR recorded for each 15 minutes segemnt of counseling and treated collectively for the total amount of time the counselor spent counseling.

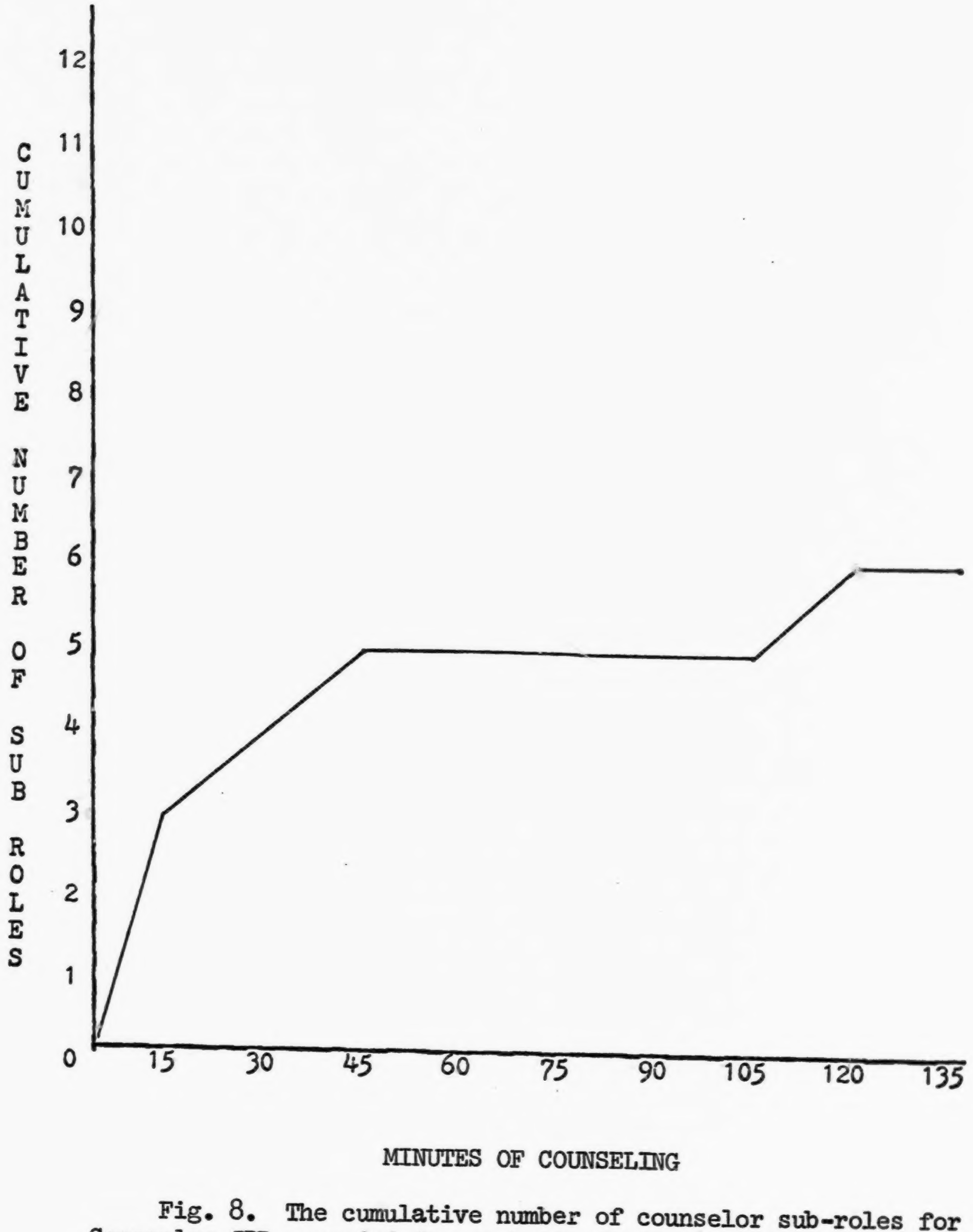


Fig. 8. The cumulative number of counselor sub-roles for Counselor JPR recorded for each 15 minute segment of counseling and treated collectively for the total amount of time the counselor spent counseling.

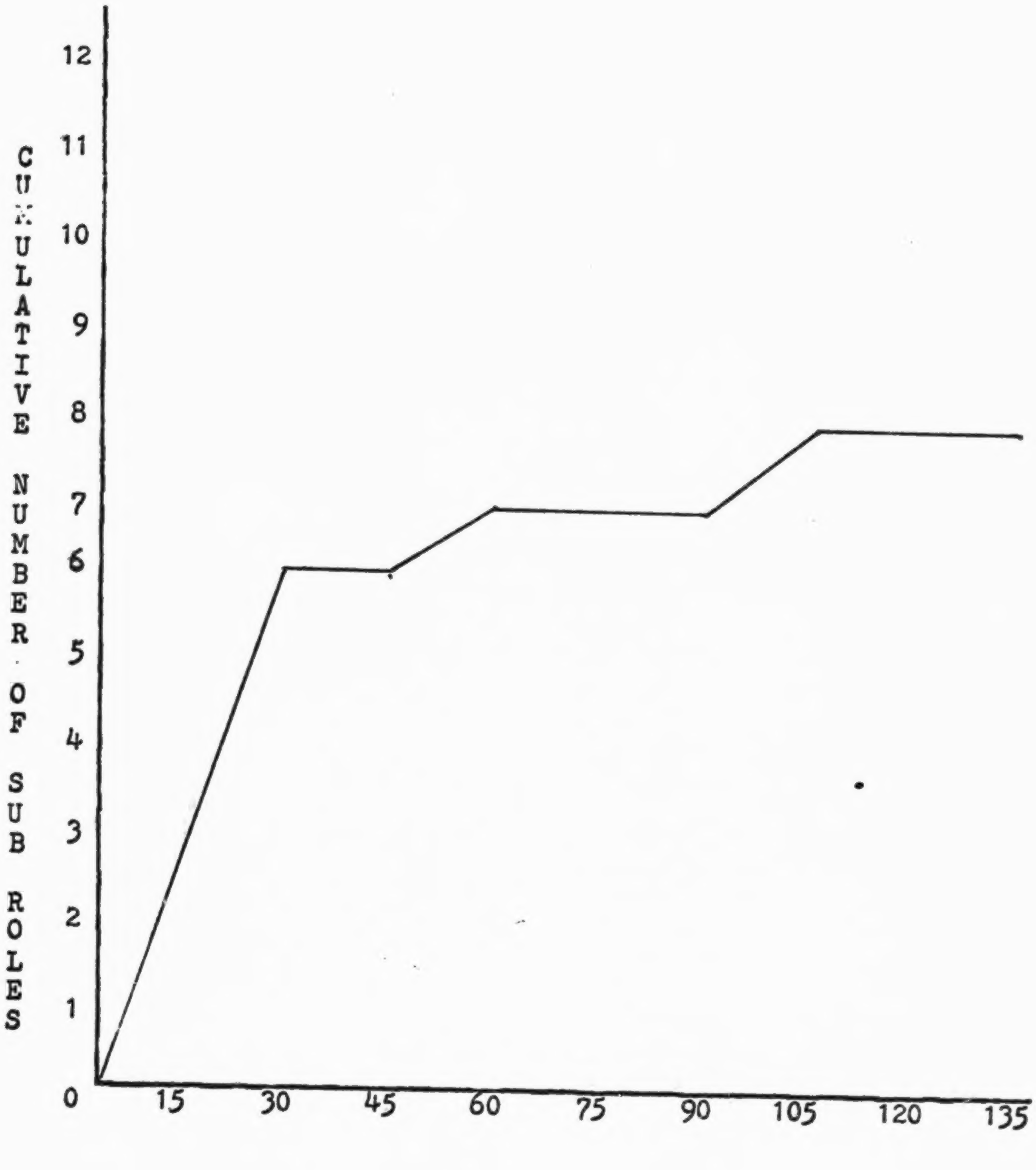
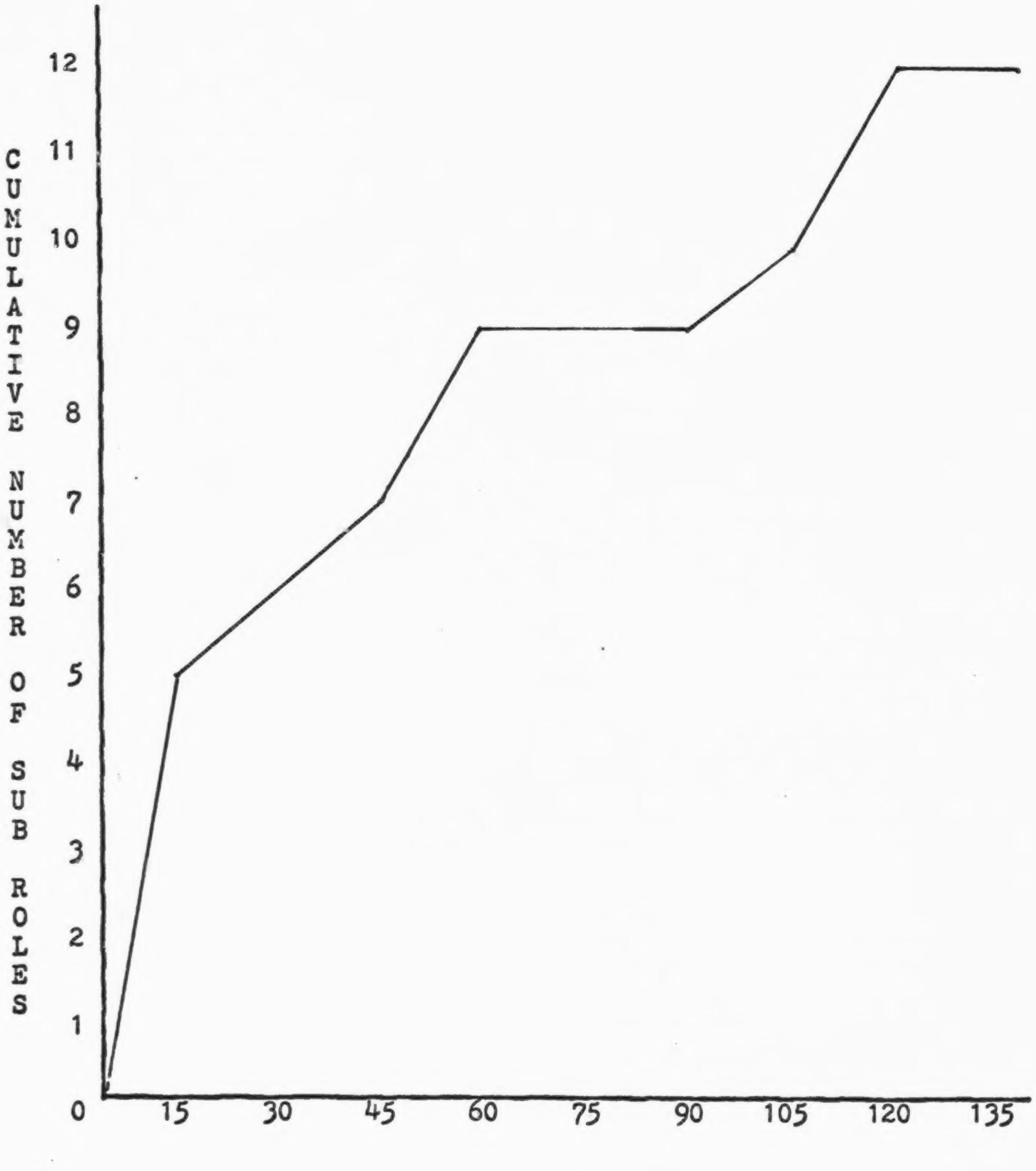


Fig. 9. The cumulative number of counselor sub-roles for Counselor RWC recorded for each 15 minute segment of counseling and treated collectively for the total amount of time the counselor spent counseling.



MINUTES OF COUNSELING

Fig. 10. The cumulative number of counselor sub-roles for Counselor HLS recorded for each 15 minutes segment of counseling and treated collectively for the total amount of time the counselor spent counseling.

Six interviews were recorded and studied. HLS played five of the 12 sub-roles within the first 15 minutes of counseling. In the next 105 minutes of counseling he added seven more new sub-roles. Three of these were added during a personal-social interview; they were Probing, Reflecting, and Closing. HLS's major sub-roles included Information Giving, (26%); Information Gathering, (20%); and Exploring, (13%).

One can only speculate as to how many new sub-roles HLS would have added had there been more roles to add and had more counseling time been available to him. There was, however, one additional brief interview for HLS which was not used in the study because the school counselor had neglected to record the counselee's permission to study the interview. In that interview HLS did not add another new sub-role. While we can only speculate about HLS's repetoire, the additional interview lends support to the idea that HLS's sub-role repetoire was relatively complete.

School counselor EJD, Figure 11, page 65, played a total of eight sub-roles in his eight recorded interviews. He did not play the Judging, Clarifying, Reflecting, or Rapport Building Sub-roles. EJD reached his peak in number of different sub-roles relatively early in the two hours. His major sub-roles were Information Giving, (43%); Supporting, (23%); and Information Gathering, (17%).

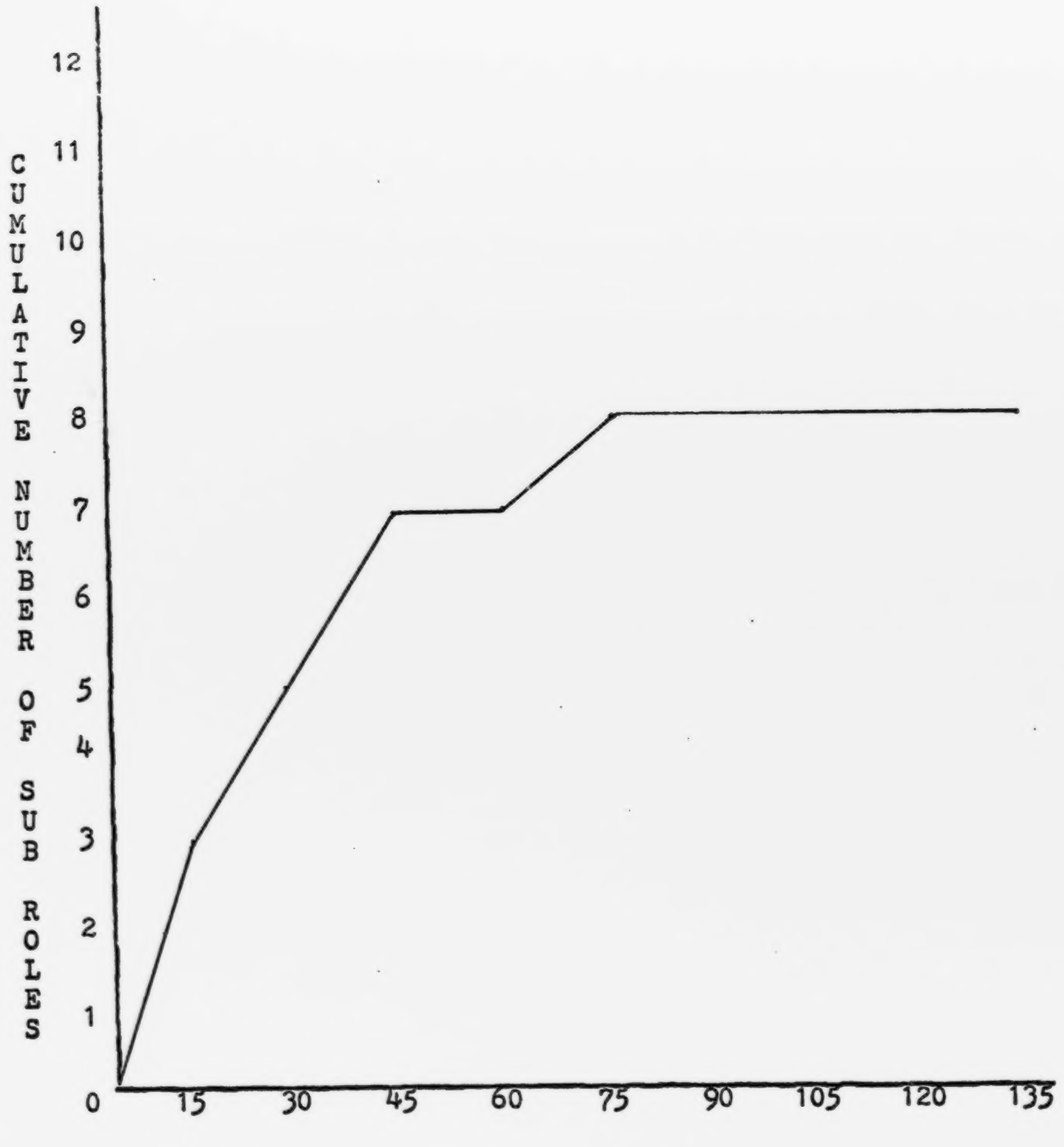
EJD encountered counselees with enough personal-social problem areas to afford him the opportunity to play additional sub-roles; however, he did not play additional sub-roles beyond the first 75 minutes of his interview protocol. It can be concluded that the additional time would have permitted additional sub-roles but that EJ had reached the limit of his sub-role repetoire early in the interview series.

In summary, the school counselors involved in this portion played an average of eight different sub-roles. Seven of the school counselors reached plateaus in the last time segment of their counseling, while two did not. Six of the counselors were presented with a variety of counselee problems, while two were confronted entirely with educational-vocational problems and one with personal-social problems. In general, there is a large enough sample of school counselor behavior to serve as a basis for developing the sub-role labels and to provide an adequate amount of data for tentatively exploring the questions involved in this study.

What would happen if a larger sampling of school counselor interview behavior was available is unknown. There is the possibility that those school counselors who had reached their plateaus relatively early would go on to play a greater number of sub-roles in subsequent interviews, thus exhibiting a "learning curve" pattern.

Pattern Similarity of Sub-roles

What factors determine when a sub-role will be played? Do counselors



MINUTES OF COUNSELING

Fig. 11. The cumulative number of counselor sub-roles for Counselor EJD recorded for each 15 minute segment of counseling and treated collectively for the total amount of time the counselor spent counseling.

prefer to use certain sub-roles? Will the type of school the counselor is working in influence the types of sub-roles he plays? Does the problem being discussed influence the type of sub-role played by the school counselor? Will the school counselor exhibit any consistency as he moves from counselee to counselee? These questions will be discussed in the following sections.

School counselor consistency in moving from counselee to counselee

Will the school counselor remain consistent in the range of sub-roles in moving from counselee to counselee? Table 8, shows the number of interviews the school counselor had with various counselees, the total sub-roles played, and the mean sub-roles played per interview.

A visual inspection of Table 8, page 67, leads to the conclusion that school counselors differ in the number of sub-roles they used as they moved from counselee to counselee. Apparently, the length of the counseling interview had little to do with the number of sub-roles played. This was true even in those interviews where the data might indicate counselor consistency.

When the number of sub-roles played from counselee to counselee was compared with the time it took to complete the interview, differences became even greater. For example, an inspection of the interviews for school counselors RBF, EL. TJR, and MBC tended to indicate considerable agreement in the number of sub-roles played from counselee to counselee. However, when the number of sub-roles that the school counselor used was compared with the time the school counselor spent in the interview, differences became evident. RBF's first and third interviews, in which he used three sub-roles, indicated a sub-role consistency of interview length of 25 and 21 minutes respectively. Interview two lasted 51 minutes, thus disrupting the pattern. Interview four added to the disruption; it contained five sub-roles and lasted 40 minutes.

School counselor EL seemed to have developed a pattern of sub-role consistency from counselee by playing five, two, three, two, three, two, and one sub-roles in his seven interviews. Each interview averaged about 11 minutes except for interviews five and seven. EL desrupted his pattern by playing three sub-roles in a 34 minute interview and one sub-role in a 36 minute interview.

School counselor TJR began to develop a pattern with his first two interviews, but he also disrupted this pattern with his third interview. In his first two interviews he played five and seven sub-roles respectively. These interviews lasted 46 and 59 minutes. Interview three, however, disrupted this pattern. It contained six sub-roles but lasted 22 minutes. This same lack of consistency repeated itself again with another set of interviews in which the counselor appeared to be consistent. JPR's two 4-sub-role interviews lasted 72 and 16 minutes, respectively.

TABLE 8

NUMBER OF SUB-ROLES PLAYED BY SCHOOL COUNSELORS IN THEIR INTERVIEWS

	Interview									
Counselor	1	2	3	4	5	6	7	8	Total	Mean
BK	6	5	3						14	4.67
RB	4	8	4						16	5.33
RBF	3	3	3	5					14	3.50
EL	5	2	3	2	3	2	1		18	2.57
RMH	8	7	3						18	6.00
TJR	5	7	6						18	6.00
WGH	13	6							19	9.50
ELH	5	3	2	2	3	3	3		21	3.00
JPR	7	4	4	5	4				24	4.80
MBC	7	7	5	3	3	3			28	4.67
RWC	5	8	7	10					30	7.50
PM	7	5	5	7	5	5			34	5.67
HLS	6	4	7	6	4	8			35	5.83
EJD	8	6	6	3	5	6	5	4	43	5.38

In conclusion, the data tended to indicate that school counselors were not consistent in the number of sub-roles they utilized in moving from counselee to counselee. When the number of sub-roles was compared with the time the school counselor spent in the interview, these differences became even greater.

One can only speculate on the reasons why these counselors were inconsistent in the number of sub-roles they utilized in moving from counselee to counselee. An inspection of the type of problem being discussed tended to indicate that the difference in sub-role utilization were not caused by this variable. Perhaps the type of school these school counselors were working in influenced the number of sub-roles played.

Were these differences in the range of sub-roles played related to interview outcome? Was there an optimum range from sub-role utilization and success in the interview? Research is needed in order to determine what factors influence the number of sub-roles utilized by the school counselors and how important this consistency might be.

Type of problem being discussed within the sub-role pattern

Is the frequency of sub-roles played by school counselors related to the problem being discussed? A total of 207 educational-vocational sub-roles and 79 personal-social sub-roles were labeled by the judges. Forty-seven sub-roles were labeled both educational-vocational and personal-social and were not included in this part of the study.

The differences in sub-roles utilized by the school counselors when dealing with the educational-vocational problem and the personal-social problem can be shown by computing the Chi-square statistic. When computed, the Chi-square was 55.56. The .01 level of significance was 24.725. The Chi-square was beyond the .01 level. It can be concluded that a difference between the types of sub-roles played and the problem brought to the counseling session.

Table 9, page 69, presents the percentage of sub-roles utilized by school counselors when dealing with educational-vocational and personal-social problems with various counselees. Inspection of this table indicated that certain associative trends and many combinations were present. The majority of these trends seemed logical enough.

When talking with a counselee who presented a personal-social problem, school counselors predominantly played the Clarifying, Probing, Supporting, Reflecting, and Rapport Building Sub-roles. When dealing with an educational-vocational problem, counselors overwhelmingly played

TABLE 9

PERCENTAGE OF SUB-ROLES UTILIZED BY SCHOOL COUNSELORS WHEN DEALING WITH EDUCATIONAL-VOCATIONAL AND PERSONAL-SOCIAL PROBLEMS WITH VARIOUS COUNSELORS

Problem	Judg.	Advs.	Expl.	Info. Give.	Clar.	Gath.	Prob.	Supp.	Refl.	Stru.	Rapt. Bldg.	Clos.	Total
Educ.-Voc	5.8	12.0	10.1	24.2	2.9	24.2	0.0	4.3	1.0	10.1	.5	4.8	99.9
Pers.-Soc	2.5	7.6	5.1	3.8	6.3	17.7	3.8	12.7	5.1	15.2	6.3	14.0	100.1

the Information Giving Sub-role in addition to the Information Gathering, Judging, Advising, and Exploring Sub-roles.

In summary, it seemed as though the type of problem being discussed was a factor in differentiating between the sub-roles that were played by school counselors. There is need for further research to discriminate more clearly between the types of problems presented during the counseling session since the nature of the problem takes on an added importance to the counseling process.

Type of school and sub-role pattern

Do counselors from different types of secondary school play different sub-roles? The fourteen counselors used in this study were asked to indicate the type of school in which they were counseling. Five were school counselors from city schools, six from suburban, and three from rural schools. The differences in sub-roles played by school counselors from the various types of school can be shown by computing the Chi-square statistic. P at the .10 level was 30.813 and at the .05 level was 33.924. When computed, the Chi-square was 32.49. This difference was significant at the .10 level of confidence but not at the .05 level of confidence.

Inspection of Table 10, page 71, showed considerable agreement among city, suburban, and rural counselors in the roles that they play. However, the suburban counselors differed from the city and rural counselors in several sub-role areas. Suburban school counselors generally tended to play fewer Judging and Advising Sub-roles than did the rural and city school counselors. However, the suburban school counselors played more Information Giving and Information Gathering Sub-roles than did the city and rural school counselors. In addition, the city school counselors played the Reflecting and Clarifying Sub-roles more often than the rural or suburban school counselors. Likewise, rural school counselors played the Exploring Sub-roles more than did the city or suburban school counselors.

What were some of the possible reasons for this difference? Did rural, city, and suburban schools attract certain personality types? Did the school counselor's personality influence the type of sub-role pattern he played? Research is needed to investigate the relationship of certain personality characteristics to sub-role patterns used.

Patterns used by school counselors as they move from counselee to counselee

Will there be any consistent pattern of sub-roles used by the school counselor as he moves from counselee to counselee? Do these patterns differ or are they similar? Tables 11 through 24 present the type and frequency of sub-roles utilized by the school counselor in the order they appear in the interview.

TABLE 10

PERCENTAGE OF SUB-ROLES USED BY CITY, SUBURBAN, AND RURAL COUNSELORS

	Judg.	Advs.	Expl.	Info. Give.	Clar.	Gath.	Prob.	Supp.	Refl.	Stru.	Rapt. Bldg.	Clos.	Total
City	4.8	12.0	8.8	13.6	6.4	18.4	1.6	6.8	3.2	15.2	2.2	6.4	99.4
Suburban	2.9	5.6	12.9	22.3	2.9	26.6	.7	5.8	.7	6.9	2.6	6.9	101.5
Rural	5.7	14.7	21.7	14.5	2.9	17.4	1.4	5.8	1.4	8.7	0.0	5.8	98.8

There were several ways of looking for sub-role patterns in the counseling interviews. One could look at the interviews from the standpoint of reoccurring sub-roles. That is, school counselors do have their favorite sub-roles that they tend to use in deference to other sub-roles available to them. An inspection of the Summary Data Sheets (Appendix E) provides us with information indicating which sub-roles the various counselors utilized. This table gives the pattern of sub-role utilization from the vantage point of which sub-roles tended to be used by the school counselor as he moved from counselee to counselee. Theoretically, School Counselor A could play sub-roles one, two, and three in that order. School Counselor B could play sub-roles three, two, and one. If the number of occurrences was the only factor to be considered then both of the above school counselors would be playing the identical sub-role pattern, only in different order. This did not seem to be a valid method of establishing sub-role patterns since it would not show the actual pattern.

The pattern of school counselor sub-role behavior could have been analyzed also as a data input-output system. Under this arrangement, the counselor would either be giving information or receiving information. This system works quite well in analyzing interviews; it would be logically consistent in that information giving and information gathering would continually be taking place in the interview. However, when using this system an analysis of the interview indicated that each school counselor played the same pattern with all counselees--that of giving and that of receiving information. This system does not show the subtleties involved in the counseling interview. Therefore the only means presently available for analyzing the school counseling sub-role patterns is by visual analysis.

School counselor BK Table 11, page 73, had a total of three counseling interviews. These three interviews lasted 75 minutes. The counselees concerns were largely personal-social. There were three points of consistency in BK's interviews. First, KB began all three interviews with the Structuring Sub-role; second, in two of the interviews KB used the Information Gathering and Information Giving Sub-roles in combination; and third, BK used the Structuring-Exploring Sub-roles in combination in each of her interviews. The conclusion drawn was that while there was only a limited amount of counseling time involved, a pattern did seem to have developed. However, before drawing more than tentative conclusions, more data would be necessary.

School counselor RB Table 12, page 73, showed no clear-cut pattern of sub-roles in her three interviews. The only two sub-roles used in sequence were Information Gathering and Exploring. When the total impression of the three interviews was considered, a pattern began to develop. School Counselor RB generally used a less direct approach with the counselees than did many of the other school counselors. The only "decision-making" type sub-role she utilized was the Advising Sub-role and that only for a brief period of time. The conclusion is that

TABLE 11

SUB-ROLE PATTERN SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR BK)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
BK	1	Stru.	Info. Gath.	Info. Give.	Supp.	Refl.	Advs.								6
	2	Stru.	Expl.	Supp.	Info. Gath.	Info. Give.									5
	3	Stru.	Expl.	Clos.											3

TABLE 12

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR RB)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
RB	1	Stru.	Info. Gath.	Expl.	Advs.										4
	2	Rapt. Bldg.	Clar.	Info. Gath.	Expl.	Supp.	Clar.	Supp.	Clos.						8
	3	Rapt. Bldg.	Info. Gath.	Refl.	Clos.										4

RB did not manifest a distinct sub-role pattern but did show a subtle consistency in using less direct means of accomplishing her ends.

School counselor RBF, Table 13, page 75, had four interviews lasting a total of 138 minutes. In these four interviews the only clear-out pattern of hebavior he manifested was in using the Supporting Sub-role to end three out of four of his interviews. Also, in three out of four of the interviews he used a rather direct approach with the counselee. In interviews two and three he used the sub-role Judging, while in interview four he used the sub-role Advising. We can only conclude the RBF did not follow a similar sub-role pattern from counselee to counselee. However, this school counselor, by the use of his sub-roles did subtly indicate that he took a more active part in directing the interview than did some of the other school counselors involved in the study.

School counselor EL, Table 14, page 76, had seven interviews which consumed 125 minutes of counseling time. This counselor played two sets of sub-roles. First, the Exploring and Advising Sub-roles combination appeared in the middle of interview one and again as the only combination. The second combination was the Advising-Information Giving Sub-role combination. This appeared late in interview one and again as the only sub-roles used in interview four. In conclusion, Counselor EL did not play enough consistent sub-role combinations to warrant saying that he played the same sub-role pattern from counselee to counselee. There was however, a certain impression given by this series of sub-roles. The general impression given was that EL was in somewhat of a hurry, was pressed for time, and had to see as many counselees as he possibly could in a short period of time. A reading of his interview protocol tended to indicate that this impression was generally true.

School counselor RMH, Table 15, page 77, had a total of three interviews which lasted a total of 137 minutes. His first interview was unique in that it lasted 103 minutes. There was no specific pattern of sub-role behavior manifested, for were there any indications of subtle sub-role patterns. Quite simply, RMH spent a considerable amount of time Exploring, (27%); and Information Gathering, (37%).

School counselor WGH, Table 16, page 77, had two interviews and had a total of 40 usable minutes of interview. In those 40 minutes he managed to play a total of 19 sub-roles. If he had continued at his present rate for 120 minutes, he would have had the highest sub-role rate of any counselor involved in the study. In his two interviews, WGH presented an interesting pattern. If we look at every other sub-role he played, we find WGH returning to the sub-role which initiated the sub-role series. For example, in interview one, sub-roles two, four, and six were Information Gathering, while sub-roles three, five, and seven were Advising. Again, in interview two, sub-roles two, four, and six, were Information Gathering. WGH was the only counselor who presented this unique pattern of sub-role behavior. From the sub-role pattern followed by WGH one got the impression that here was a counselor

TABLE 13

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR RBF)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
RBF	1	Info. Gath.	Info. Give.	Supp.											3
	2	Stru.	Info. Give.	Judg.											3
	3	Stru.	Judg.	Supp.											3
	4	Info. Give.	Clar.	Advs.	Prob.	Supp.									5

TABLE 14

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR EL)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
EL	1	Supp.	Info. Gath.	Expl.	Advs.	Info. Give.									5
	2	Info. Give.	Clar.												2
	3	Info. Gath.	Expl.	Info. Give.											3
	4	Advs.	Info. Give.												2
	5	Info. Gath.	Info. Give.	Expl.											3
	6	Expl.	Advs.												2
	7	Supp.													1

TABLE 15

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR RMH)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
RMH	1	Refl.	Info. Give.	Expl.	Clar.	Info. Gath.	Expl.	Info. Gath.	Clos.						8
	2	Stru.	Info. Gath.	Advs.	Supp.	Info. Give.	Expl.	Clos.							7
	3	Stru.	Info. Gath.	Prob.											3

TABLE 16

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR WGH)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
WGH	1	Stru.	Info. Gath.	Advs.	Info. Gath.	Advs.	Info. Gath.	Advs.	Info. Give.	Judg.	Info. Gath.	Judg.	Info. Give.	Advs.	13
	2	Info. Gath.	Info. Give.	Info. Gath.	Info. Give.	Advs.	Info. Give.								6

who was attempting to gather information about the counselee in order to urge him to accept some course of action. Unfortunately there was not a large enough sampling of WGH's counseling to make any firm conclusions about his consistency from counselee to counselee; however, with the data that was available, we could tentatively conclude that WGH did follow a consistent pattern of behavior.

School counselor ELH, Table 17, page 79, had seven interviews and a total of 130 minutes conseling time. He played a very consistent pattern in four of his seven interviews. This school counselor both gave information and gathered information with considerable consistency. Well over half of ELH's sub-roles were characterized by the Information Giving-Informaion Gathering combination. Even in those interviews where this combination was not manifested, ELH continued to use one or the other of these sub-roles. In conclusion, in five out of seven of ELH's interviews he was quite consistent in his pattern of sub-role behavior.

School counselor JPR, Table 18, page 80, had a total of five interviews which accounted for 234 minutes of counseling. This school counselor began four of her five interviews with the Structuring Sub-role. The second sub-role played in three out of five of her interviews was the Information Gathering Sub-role, while in these same interviews her third sub-role consisted of Exploring. An interesting contrast was provided in the last interview she recorded. In the first four interviews JPR used sub-roles that, for the most part, could be considered indirect in nature. In the last interview, JPR changed her indirect pattern and became very direct with a 43 minute Advising Sub-role. In general, however, we could conclude, even with the fifth interview, that JPR was reasonably consistent in her sub-role pattern.

School counselor MBC, Table 19, page 81, presented a rather consistent pattern of sub-role behavior in her six interviews. In general, she was direct with the sub-roles she used. In the first two interviews she played the Clarify-Information Gathering combination. In the last three interviews she played exactly the same three sub-roles in each interview. In general, school counselor MBC exhibited a consistent pattern of behavior in her interviews.

School counselor RWC, Table 20, page 82, presented an interesting pattern in his counseling interviews. The only pattern that readily manifested itself was one in which RWC played a number of short sub-roles which developed into an Exploring Sub-role. This pattern was broken only in the last interview where RWC played a long Judging Sub-role.

In general, with the exception of the Exploring Sub-role which RWC seemed consistently to develop, there was little or no general sub-role pattern from counselee to counselee.

School counselor PM, Table 21, page 83, counseled a total of six interviews. While there was no direct sub-role pattern manifested,

TABLE 17

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR ELH)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
ELH	1	Info. Give.	Info. Gath.	Info. Give.	Info. Gath.	Clos.									5
	2	Info. Give.	Info. Gath.	Info. Give											3
	3	Info. Give.	Info. Gath.												2
	4	Stru.	Info. Gath.												2
	5	Info. Give.	Info. Gath.	Advs.											3
	6	Info. Give.	Info. Gath.	Expl.											3
	7	Info. Give.	Info. Gath.	Expl.	Info. Supp.	Clar.	Clos.								6

TABLE 18

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR JPR)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
RPR	1	Rapt. Bldg.	Info. Gath.	Expl.	Gath.	Rapt. Bldg.	Supp.	Rapt. Bldg.							7
	2	Stru.	Info. Gath.	Expl.	Advs.										4
	3	Stru.	Info. Gath.	Expl.	Rapt. Bldg.										4
	4	Stru.	Expl.	Rapt. Bldg.	Supp.	Clos.									5
	5	Stru.	Clar.	Prob.	Advs.										4

TABLE 19

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR MBC)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
MBC	1	Stru.	Expl.	Supp.	Expl.	Clar.	Info. Gath.	Advs							7
	2	Expl.	Clar.	Info. Gath.	Stru.	Info. Gath.	Stru.	Clar.							7
	3	Stru.	Info. Give.	Advs.	Info. Give.	Clar.									5
	4	Stru.	Info. Gath.	Clos.											3
	5	Stru.	Info. Gath.	Clos.											3
	6	Stru.	Info. Gath.	Clos.											3

TABLE 20

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR RWC)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
RWC	1	Info. Gath.	Give.	Expl.	Info. Gath.	Clos.									5
	2	Stru.	Info. Gath.	Judg.	Expl.	Judg.	Expl.	Judg.	Clos.						8
	3	Stru.	Info. Gath.	Info. Give.	Info. Gath.	Info. Give.	Expl.	Advs.							7
	4	Info. Gath.	Info. Give.	Expl.	Info. Give.	Expl.	Supp.	Info. Gath.	Expl.	Info. Gath.	Judg.	Clos.			11

TABLE 21

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR PM)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
PM	1	Info. Gath.	Expl.	Info. Gath.	Info. Give.	Expl.	Info. Gath.	Advs.							7
	2	Stru.	Judg.	Advs.	Info. Give.	Clos.									5
	3	Info. Give.	Judg.	Supp.	Info. Gath.	Clos.									5
	4	Stru.	Expl.	Advs.	Expl.	Advs.	Judg.	Expl.							7
	5	Stru.	Info. Gath.	Judg.	Expl.	Advs.									5
	6	Stru.	Expl.	Supp.	Advs.	Expl.									5

PM's interviews did generally include a considerable number of "direct type" sub-roles. He gave the impression that he knew where he wanted the interview to go and directed the interview to this end. This was indicated by the considerable portion of time this counselor spent Advising (41%). In conclusion, while there was no direct sub-role pattern exhibited by PM, there was a tone to the interview which indicated considerable direction on his part.

School counselor HLS, Table 22, page 85, did not present any dominant combinations of sub-roles throughout his entire series of interviews. There was no one sub-role that he used throughout the series. Even those sub-roles that were used most frequently (Information Giving and Information Gathering) were not used with any degree of consistency. One could conclude that HLS did not manifest any definite pattern of sub-role behavior.

School counselor EJD, Table 23, page 86, consistently played the Information Giving Sub-role throughout all but one of his counseling interviews. EJD's favorite sub-role was Information Giving and his second preference was Information Gathering. In light of this, it was interesting to note that the Exploring Sub-role was utilized only 10 per cent of the time. Because of the high number of Information Giving and Information Gathering Sub-roles played by EJD, it was only natural that these roles frequently could be observed in combination with each other throughout the interview series. In general, with the exception of interview four, EJD was rather consistent in his pattern of sub-roles throughout the majority of his interview.

School counselor TJR, Table 24, page 87, used a consistent repetoire of sub-roles while carrying on his three interviews. The Information Gathering, Information Giving, and Advising Sub-roles appeared quite consistently throughout the interview series. He followed his information Gathering sub-role all three times with the Advising Sub-role. In his last two interviews TJR used the Information Gathering-Information Giving series quite consistently. In this interview series, the utilization of sub-roles tended to imply that TJR had a pattern of getting and gathering information, amking a decision, and of giving some parting advice which drew the interview to a close.

An inspection of Tables 11 through 24 revealed that eight of the school counselors were rather consistent in their use of certain sub-role combinations. Six of the counselors were not consistent in their use of certain sub-role combinations. No conclusions can be made about school counselor consistency and their use of standard sub-role combinations. An interesting phenomena did occur in this section of the study. When studying the interviews looking for the sub-role combinations and the consistency of these combinations, various combinations of sub-roles seemed to suggest that a particular, definable type of interview was being played. This was true even in those interviews where the school counselors showed no consistent use of sub-role combinations. The

TABLE 22

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR HLS)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
HLS	1	Stru.	Info. Gath.	Expl.	Info. Gath.	Refl.	Advs.								6
	2	Stru.	Info. Gath.	Info. Give.	Judg.										4
	3	Stru.	Refl.	Prob.	Advs.	Expl.	Refl.	Clos.							7
	4	Info. Give.	Advs.	Info. Give.	Info. Gath.	Expl.	Judg.								6
	5	Stru.	Info. Gath.	Info. Give.	Supp.										4
	6	Stru.	Info. Give.	Clar.	Rapt. Bldg.	Advs.	Expl.	Info. Give.	Clos.						8

TABLE 23

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR EJD)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
EJD	1	Info. Gath.	Refl.	Supp.	Clar.	Info. Give.	Clar.	Info. Give.	Clos.						8
	2	Supp.	Expl.	Info. Gath.	Info. Give.	Info. Gath.	Clos.								6
	3	Info. Give.	Info. Gath.	Info. Give.	Expl.	Info. Gath.	Info. Give.								6
	4	Stru.	Supp.	Clos.											3
	5	Info. Gath.	Info. Give.	Info. Gath.	Info. Give.	Expl.									5
	6	Info. Give.	Info. Gath.	Info. Give.	Info. Gath.	Info. Give.	Clos.								6
	7	Info. Gath.	Info. Give.	Info. Gath.	Info. Give.	Supp.									5
	8	Stru.	Info. Give.	Expl.	Info. Give.										4

TABLE 24

SUB-ROLE PATTERNS SCHOOL COUNSELORS PLAY AS THEY MOVE FROM COUNSELEE TO COUNSELEE

(COUNSELOR TJR)

Couns.	Int. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
TJR	1	Stru.	Info. Gath.	Advs.	Info. Gath.	Advs.									5
	2	Info. Give.	Info. Gath.	Info. Give.	Info. Gath.	Info. Give.	Info. Gath.	Advs.							7
	3	Stru.	Advs.	Info. Gath.	Info. Give.	Info. Gath.	Advs.								6

sub-role patterns tended to provide the interview with a "personality" which tended to indicate the total purpose of the school counselor in the interview. In other words, the various combinations of sub-roles tended to provide an indication of what the school counselor was attempting to do with the counselee in the interview.

Sub-roles, then, do seem to be a valid way of investigating the dynamics of the school counseling interview.

Future research is certainly needed on the sub-role patterns to determine if the school counselors in fact do have broader purposes in the interview and if they do have these broader purposes, how does it effect the outcome of the interview.

Summary

Development of the sub-role classification system

Seven judges read assigned interviews and labeled and defined sub-role units. The judges' lables provided a pool of 95 different labels and definitions. These labels were then grouped according to the similarity of the label and definition. This grouping resulted in the development of the following 12 categories: (1) Judging, (2) Advising, (3) Exploring, (4) Information Giving, (5) Clarifying, (6) Information Gathering, (7) Probing, (8) Supporting, (9) Reflecting, (10) Structuring, (11) Rapport Building, and (12) Closure.

Following the development of the classification system, the judges labels were coded into the classification system. This coding was used to label the previously found sub-role units. When the judges' labels were applied to the previously found sub-role units, there were many more agreements than disagreements among the judges. There was a total of 431 sub-role units. The judges showed general agreement in labeling 322 sub-role units but disagreed on 109 units. These latter sub-role units called for ajudication to determine the labels.

When the sub-role units were ajudicated, larger sub-role patterns emerged. There was a total of 235 sub-role units which were condensed to 98 sub-role units. leaving a total of 333 sub-role units to be used in the analysis of the frequency and consistency of the sub-roles.

Frequency of the sub-roles used

To indicate if one sub-role occurs more frequently than others sub-roles, the number of times a sub-role was played was computed. In addition to this, the amount of time the sub-role was played was also given. Thus there was an indication as to which sub-roles were played the most and how important these sub-roles were in terms of the amount of time the counselor spent playing them. In terms of number of sub-roles used, Information Gathering, Information Giving, Exploring and Structuring ranked first, second, third, and fourth respectively. When the amount of time spent in the various sub-roles was computed, Exploring, Information Gathering, Information Giving, and Advising ranked first, second, third, and fourth respectively. All sub-roles were used to some extent in this study. In general, this lends support to the adequacy of the categorization system developed.

The school counselors involved in this study also differed in the number of sub-roles they played. Nine of the counselors were divided into three groups according to the number of sub-roles they played. The range of sub-roles played by the school counselors was from 14 to 45 sub-roles for the amount of counseling time studied. When the total number of sub-roles played by the low sub-role users (47) was compared with the total number of sub-roles played by the high sub-role users (111), there was quite a difference in the number of sub-roles utilized.

Various reasons were explored to account for this difference. The number of interviews each group had was considered and discounted. The different sub-roles and average time spent in these sub-roles was compared for both groups of counselors. This too was discounted. Finally, an inspection of the length of the sub-role itself led to the conclusion that the low range sub-role users generally played their sub-roles for longer periods of time.

Certain of the sub-roles previously discussed were generally played longer than others. When the average length of the sub-roles was computed, the Probing, Exploring, and Reflecting Sub-roles were utilized for the longest average time. Closure and Structuring were played for the lowest average time. When the time range of the sub-roles was studied, it was not unusual to find the length of sub-role ranging over a period of 20 minutes. This wide range in the time sub-roles were played tended to indicate that sub-roles can be quite short and still be identified by qualified judges, and that sub-roles can also be quite stable over long periods of time.

The next part of this section dealt with the amount of time needed to establish the school counselor's sub-role repetoire. Nine of the counselors were utilized in this section. It was possible for the school counselors to play a total of 12 sub-roles. Only one of the school counselors played all 12 of the sub-roles. The average number of different sub-roles played by the school counselor was eight. Seven of the counselors reached a plateau indicating that they had played their entire sub-role repetoire. Six of the counselors were presented with a variety of problems by the counselee, while two had only educational-vocational and one had only personal-social problems to deal with. Even though the possibility of the counselors adding new sub-roles existed, it was generally concluded that the counselors had reached points at which a major part of the sub-role repetoire had been demonstrated.

Pattern similarity of sub-roles

When studying the patterns that school counselors used in playing the various sub-roles, the following topics were considered: school counselor consistency in moving from counselee to counselee, the type of problem being discussed within the sub-role pattern, the type of school in which the school counselor was working, and the pattern of sub-roles played as the counselor moved from one counselee to another.

School counselors differed in the number of sub-roles they used when moving from counselee to counselee to counselee. Some school counselors played what appeared to be a consistent number of sub-roles, but when the number of sub-roles were compared with the time span of the interview, this agreement dissipated. In general, the school counselors were not consistent in the number of sub-roles they used in moving from counselee to counselee.

The concern that the counselee brought to the interview was considered as a factor influencing the sub-role pattern played by the school counselor. A total of 207 educational-vocational counselee concerns and 79 personal-social counselee concerns were studied. The Chi-square statistic was utilized in order to determine the possibilities of chance being a factor in the difference in sub-role utilization. The Chi-square was significant above the .01 level. When talking with a counselee who presented a personal-social problem, school counselors predominately played the Clarifying, Probing, Supporting, Reflecting, and Rapport Building Sub-roles. When dealing with an educational-vocational problem, school counselors overwhelmingly played the Information Giving Sub-role in addition to the Information Gathering, Judging, Advising, and Exploring Sub-roles. In general, the type of problem brought to the interview was a factor in determining the sub-roles in the interview.

The type of school the school counselor was operating in was also considered as a factor that could influence the sub-roles played by school counselors. The counselors were divided into city, suburban, and rural schools, and the sub-roles these school counselors used were grouped accordingly. The probability of chance difference was shown by computing the Chi-square statistic. The Chi-square gave a degree of confidence above the .10 level but below the .05 level of confidence. When the type of problem that the counselee brought to the interview was considered, it was found that the problems discussed in the interview were relatively wide-spread. In general, there was considerable agreement in sub-roles played among the city, suburban, and rural school counselors. However, there were some areas in which they differed. Suburban school counselors played fewer Judging and Advising Sub-roles but more Information Giving and Information Gathering Sub-roles. The city school counselors played more Reflecting and Clarifying Sub-roles, while the rural school counselors played more Exploring Sub-roles.

The last area to be considered was that of school counselor sub-role consistency in going from counselee to counselee. There were several ways of looking at school counselor consistency. First, it would have been possible to study school counselor sub-role behavior from interview to interview. This would have given a pattern of sub-roles played from interview to interview but would not have shown the interrelation of sub-roles in combination. Or, the sub-roles could have been considered as all either giving or receiving information type sub-roles. This, however, would not have shown the subtleties of the interview. It was concluded that the only way to study these patterns was by visual analysis. This analysis revealed that there were eight school counselors who showed rather consistent use of sub-role combinations while six of the school counselors demonstrated no consistent use of sub-role combinations. No conclusions could be made concerning school counselor consistency in utilizing sub-role combinations. An interesting phenomena, however, occurred in this section of the study. When studying the patterns used by the counselors, the patterns themselves seemed to suggest that a particular definable type of interview was being played. This was true even with those school counselors who exhibited no regular sub-role combinations.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of purpose and procedure

The purpose of this study was to explore the school counselor's sub-role behavior in the counseling interview. Sub-role was defined as the adjudged general purpose or intent which a school counselor has for a particular period in an interview in order to produce a certain relationship with the counselee which will assist the counselee in solving his problem. Two sets of questions which were studied were:

(a) Questions concerning sub-role frequency.

1) How frequently does each sub-role occur?
2) Do counselors in this sample differ in the number of sub-roles each one plays?
3) How long is each sub-role?
4) Will a point be reached after which the school counselor will not add any new sub-roles?

(b) Questions concerning the pattern of sub-roles.

1) Will a counselor remain consistent in the range of sub-roles he uses in going from counselee to counselee?
2) What is the relation of the problem being discussed to the sub-role of the counselor?
3) Do counselors from different types of secondary schools play different sub-roles?
4) Will there be any consistent pattern of sub-roles used by the school counselor as he moves from counselee to counselee?

Verbatim transcriptions of 66 counseling interviews among 14 high school counselors and high school students were used in this study. The school counselors involved in this study represented counselors who had a minimum of two years of counseling experience, an on-campus counseling practicum, and were employed as full-time school counselors. The interviews ranged from a short one of three minutes to a longer one of 103 minutes. The average interview lasted 26 minutes.

There were seven well trained, experienced judges utilized in this study. Each judge was assigned six sets of interviews to rate. The judges were asked to perform four distinct tasks: (1) to study the manual of directions and to read the interviews, (2) to locate and record the transition points for each interview, (3) to classify the nature of the problem found within each sub-role unit, and (4) to label and define each sub-role unit.

In order to classify sub-roles, the identification of the transition points between sub-roles was required. Three judges read, independently, each of six sets of interviews and designated the transition points for each interview. The ratings were considered to be in agreement if the counselor's statements designated by the judges as transition points were not more than three counselor statements apart. In cases where all three judges disagreed on the location of the transition point, the sub-role was discarded from the study. Snedecor's Intraclass Correlation Formula was used to obtain an estimate of the reliability of the judges' ratings of the transition points. The reliability of the judges' agreement in locating transition points, in general, was good A total to 431 transition points were located.

The present study was also concerned with the nature of the counselee's problem. The counselee's concerns were categorized as either educational-vocational problems or as personal-social problems. Of the 431 sub-role units located, 262 were labeled educational-vocational while 121 were labeled personal-social. The judges could not agree on 48 of the sub-role units.

After the judge had determined the transition points for all of the interviews and labeled each sub-role unit according to the problem involved in that sub-role unit, he was to reread the interviews and label each sub-role unit. In labeling the sub-role unit, each judge was given considerable freedon. The labels used to describe the sub-role needed only to be consistent with our present understanding of counseling behavior. No attempt was made to relate the units to any existing system of classifying sub-role units.

The classification and assignment of sub-role categories were developed as a result of analysis of content. In classifying the sub-roles a procedure similar to set operation was used. All of the rated sub-roles were considered as a universal set. A category was then selected as a starting point. All remaining sub-roles were studied to see if they could be included or excluded from this set. From the remaining sub-roles, another sub-role was picked and the same procedure used. After the initial partitioning, the categories were restudied and intersection and union of sub sets was undertaken.

This study attempted to answer two general sets of questions: (1) questions concerning sub-role frequency and (2) questions concerning sub-role pattern. The answers related to six of the questions were analyzed through a visual inspection of the data. For the questions dealing with the problems brought to the counseling interview by the counselee and the question dealing with sub-roles school counselors from different secondary schools play, the Chi-square Statistic was used.

Discussion of the Results

Development of the sub-role classification system

Seven judges read assigned interviews and labeled and defined sub-role units. The judges' labels provided a pool of 95 different labels and definitions. These labels were then grouped according to the similarity of the label and definition. This grouping resulted in the development of the following 12 categories: (1) Judging, (2) Advising, (3) Exploring, (4) Information Giving, (5) Clarifying, (6) Information Gathering, (7) Probing, (8) Supporting, (9) Reflecting, (10) Structuring, (11) Rapport Building, and (12) Closure.

Following the development of the classification system, the judges labels were coded into the classification system. This coding was used to label the previously located sub-role units. When the judges; labels were applied to the previously found sub-role units, there were many more agreements than disagreements among the judges. There was a total of 431 sub-role units located. The judges showed general agreement in labeling 322 sub-role units but disagreed on 109 units. These latter sub-role units called for ajudication to determine the labels.

When the sub-role units were ajudicated, larger sub-role patterns emerged. There was a total of 235 sub-role units to be used in the analysis of the frequency and consistency of the sub-roles.

Frequency of the sub-roles used

The first question was: How frequently does each sub-role occur? To indicate if one sub-role occurs more frequently than other sub-roles, the number of times a sub-role was played was computed. In addition to this, the amount of time the sub-role was played was also given. Thus there was an indication as to which sub-roles were played the most and how important these sub-roles were in terms of the amount of time the school counselor spent in playing them. In terms of number of sub-roles used, Information Gathering, Information Giving, Exploring and Structuring ranked first through fourth respectively. When the amount of time spent in the various sub-roles was computed, Exploring, Information Gathering and Advising ranked first through fourth respectively. All sub-roles were used to some extent in this study. In general this lends support to the adequacy of the categorization system developed.

The second question was: Do counselors in this sample differ in the number of sub-roles each one plays? The school counselors involved in this study also differed in the number of sub-roles they played. Nine of the counselors were divided into three groups according to the number of sub-roles they played. The range of sub-roles played by the school counselors was from 14 to 45 sub-roles for the amount of counseling time studied. When the total number of sub-roles played by the low sub-role users (47) was compared with the total number of sub-roles played by the high sub-role users (111), there was quite a difference in the number of sub-roles utilized.

Various reasons were explored to account for this difference. The number of interviews each group had was considered and discounted. The different sub-roles and average time spent in these sub-roles was compared for both groups of school counselors. This too was discounted. Finally, an inspection of the length of the sub-role itself led to the conclusion that the low range sub-role users generally placed their sub-roles for longer periods of time.

Question three was: How long is each sub-role? Certain of the sub-roles were generally played longer than others. When the average length of the sub-roles was computed, the Probing, Exploring, and Reflecting Sub-roles were utilized for the longest average time. Closure and structure were played for the lowest average time. When the time range of the sub-role was studied, it was not unusual to find the length of a sub-role ranging over a period of 20 minutes. This wide range in the time sub-roles were played tended to indicate that sub-roles can be quite short and still be identified by qualified judges, and that sub-roles can also be quite stable over long periods of time.

Question four was: Will a point be reached after which the school counselor will not add any new sub-roles? Nine of the counselors were utilized in this section. It was possible for the school counselors to play a total of 12 sub-roles. Only one of the counselors played all 12 of the sub-roles. The average number of different sub-roles played by the counselors was eight. Seven of the counselors reached a plateau indicating that they had played their entire sub-role repetoire. Six of the counselors were presented with a variety of problems by the counselee, while two had only educational-vocational and one had only personal-social problems to deal with. Even though the possibility of the counselors adding new sub-roles existed, it was generally concluded that the counselors had reached points at which generally concluded that the counselors had reached points at which a major portion of their sub-role repetoire had been demonstrated.

Pattern similarity of sub-roles

The first question was: Will a counselor remain consistent in the range of sub-roles he used in going from counselee to counselee? School counselors differed in the number of sub-roles they used with moving from counselee to counselee. Some counselors played what appeared to be a consistent number of sub-roles, but when the number of sub-roles was compared with the time span of the interview, this agreement dissipated. In general, the school counselors were not consistent in the number of sub-roles they used in moving from counselee to counselee.

The second question was: What is the relation of the problem being discussed to the sub-role of the counselor? The concern that was brought to the interview was considered to be a factor influencing the sub-role pattern played by the counselor. A total of 207 educational-vocational counselee concerns and 79 personal-social counselee concerns were studied. The Chi-square Statistic was utilized in order to determine the possibilities of chance being a factor in the difference in sub-role utilization. The Chi-square was significant at above the .01 level of confidence. When talking with a counselee who presented a personal-social problem, school counselors predominantly played the Clarifying, Probing, Supporting, Reflecting, and Rapport Building Sub-roles. When dealing with an educational-vocational problem, counselors overwhelmingly played the Information Giving Sub-role in addition to the Information Gathering, Judging, Advising, and Exploring Sub-roles. In general, the type of problem brought to the interview was a factor in determining the sub-roles in the interview.

Question three was: Do counselors from different types of secondary schools play different sub-roles? The type of school the counselor was operating in was also considered as a factor that could influence the sub-roles played by the school counselor. The counselors were divided into city, suburban, and rural schools, and the sub-roles these counselors used were grouped accordingly. The probability of chance difference was shown by computing the Chi-square Statistic. The Chi-square gave a degree of confidence above the .10 level but below the .05 level of confidence. When the type of problem that the counselee brought to the interview was considered, it was found that the problems discussed in the interview were relatively wide-spread. In general, there was considerable agreement in sub-roles played among the city, suburban, and rural counselors. However, there were some areas in which they differed. Suburban counselors played fewer Judging and Advising Sub-roles but more Information Giving and Information Gathering Sub-roles. The city counselors played more Reflecting and Clarifying Sub-roles, while the rural school counselors played more Exploring Sub-roles.

The fourth question was: Will there by any consistent pattern of sub-roles used by the school counselor as he moves from counselee to counselee? There were several ways of looking at school counselor consistency. First, it would have been possible to study school counselor sub-role behavior from interview to interview. This would have given a pattern of sub-roles played from interview to interview but would not have shown the interrelation of sub-roles in combination. Of the sub-roles could have been considered as all either giving or receiving types of sub-roles. This, however, would not have shown the subtleties of the interview. It was concluded that the only way to study these patterns was by visual analysis. This analysis revealed that there were eight school counselors who showed rather consistent use of sub-role combinations while six of the school counselors demonstrated no consistent use of sub-role combinations. No conclusions could be made concerning school counselor consistency in utilizating sub-role combinations. An interesting phenomena, however, occurred in this section of the study. When studying the patterns used by the school counselors, the patterns themselves seemed to suggest that a particular definable type of interview was being played. This was true even with those school counselors who exhibited no reqular sub-role combinations.

Conclusions

1. Sub-role units can be located, labeled, and categorized in the school counseling interview.
2. A classification system can be developed which will provide a means by which school counselor behavior can be studied in the counseling interview.
3. All of the sub-roles defined in the categorization system occurred in the sample of 333 sub-roles studied.
4. School counselors play different numbers of sub-roles for a standard period of time.
5. School counselors have favored sub-roles, which, with few exceptions, tended to dominate the tone of their interviews.
6. Sub-roles differ in the proportion of time they are alloted by the school counselor.
7. There was a large enough sample of school counselor interview behavior to serve as a basis for developing the sub-role labels and to provide an adequate amount of data for tentatively exploring the questions involved in this study.
8. School counselors tend to be inconsistent in the number of sub-roles they play in moving from counselee to counselee.
9. There is a difference between tye types of sub-roles played by the school counselor and the type of problem brought to the counseling interview.
10. There tends to be a difference between the types of sub-roles played by the school counselor and the type of school in which the school counselor is operating.
11. No conclusions can be made concerning school counselor consistency in using sub-role combinations within the interview as he moves from counselee to counselee.

Recommendations for Further Research

1. The various types of sub-roles played by the school counselor seem to occur with significantly different frequencies. Some of the factors which determine when a sub-role is played are the type of

problem discussed, the different characteristics of the schools, and the predilection of the counselors for certain types of sub-roles. Research should investigate additional factors influencing how often a sub-role occurs.

2. The trends reported in this study indicate the variety of behavior that the counselor manifests and therefore have implications for school counselor training programs. Research is needed to investigate the relation of sub-role behavior to success in counseling.
3. The number of sub-roles that the school counselor uses is quite varied. Research is needed to determine if the number of sub-roles the school counselor uses is related to interview outcome.
4. Some sub-roles were played for a longer average time than others. Further research is needed to help determine the relative importance of the short versus the long sub-role and the development of the working relationship with the counselee at the time each sub-role is being played.
5. When the different sub-roles that school counselors play were combined over a two hour period of counseling, seven counselors reached plateaus in the number of new sub-roles added. Further research is needed to determine if these counselors really did reach plateaus or if there would be some point in future interviews where the school counselor would show a subsequent gain in new sub-roles.
6. There was a significant difference in the sub-role patterns used by school counselors in discussing different kinds of problems. Problems seem to be an important dimension in determining which sub-roles the counselor uses. There is a definite need for research to differentiate more clearly the type of problem being discussed in the school counseling interview.
7. There tended to be a difference in the sub-role patterns used by school counselors from various types of schools. Further research is needed to determine if this is a valid difference and if there are any factors contributing to this difference.
8. When studying the combinations of sub-roles used by school counselors from interview to interview, the total patterns of the sub-roles suggested that a particular definable type of interview was being played. This was true even with those school counselors who exhibited no regular sub-role combinations. Further research is most certainly needed to provide more information about these patterns of sub-roles.

APPENDIX A

INTRODUCTORY LETTER AND QUESTIONNAIRE

February 22, 1965

Dear Ohio School Counselor,

The purpose of this letter is to enlist your assistance in a research project designed to study the school counselor's behavior during the counseling interview. The focus of this research will be on the sub-role behavior which the counselor exhibits within the interview; that is, the smaller or subsidiary roles that counselors assume for various segments of the interview. Preliminary research has indicated that during segments of the interview sub-roles do emerge in the interaction process and that the counselor does demonstrate a certain consistency in his behavior as he assumes various roles. These sub-roles can be described with the same formal characteristics as the traditional concept of role.

The object of this research, then, is to further investigate the nature and range of school counselor sub-role behavior in order to provide information about the interaction that takes place within the counseling interview. In order to do this, your cooperation is needed. A total of two hours of tape recorded counseling interviews from each counselor participating in the study will be needed. These interviews need not be with the same counselee. Strict confidentiality will be maintained and all identifying material will be excluded in reporting the research. Written permission to tape record the interview will be needed from each counselee participating in this research. Recording tape will be provided for these interviews and further directions will be included with the tape. Tape recordings of the interviews will be returned to this writer where they will be converted into typescripts. Return postage will be provided.

If you are able to participate in this study, you will be asked to do the following:

1. fill in your name and address on the questionnaire,
2. indicate your willingness to participate further in the research by checking the appropriate responses on the enclosed questionnaire, and
3. complete the questionnaire and return it in the enclosed envelope.

If you have indicated your willingness to participate and are selected to take part in this study, you will be:

1. contacted within the next two months, and
2. asked to tape record a total of two hours of counseling interviews with various counselees.

A sample of twenty counselors will be chosen from those people who indicate their willingness to participate. Thus it is possible that you will not be contacted to do anything further in this research project. However, I would appreciate your assistance in offering to be a part of the population from which the sample will be chosen.

If you are unable to participate in this study, please fill in your name and address, check the appropriate response on the questionnaire and return the questionnaire in the enclosed envelope.

I hope that you will be able to invest a few hours in this project which is essential to the study of the secondary school counseling process. The total time you will be asked to spend, including the filling out of the questionnaire and tape recording the interviews, should be no more than three hours. If you agree to participate in this study, you will be contacted within the next two months.

Thank you for your consideration.

William Troth
Instructor of Education
Otterbein College
Westerville, Ohio

COUNSELOR QUESTIONNAIRE

(Mr.)
Name(Mrs.)______________________
(Miss)

Address______________________
____
____

1. Indication of your willingness to participate in the research project.

    1.__Yes: I am willing to participate in this research project.

    2.__No: I am unable to participate in this research project.

If your answer to number one is yes, please continue filling out the questionnaire. If your answer to number one is no, please stop here and return the questionnaire in the enclosed envelope.

2. Present age.

    1.__20-24
    2.__25-29
    3.__30-34
    4.__35-39
    5.__40-44
    6.__45-49
    7.__50-54
    8.__55-59
    9.__60-over

3. Masters Degree

    1.__Yes
    2.__No

4. Hours beyond Masters, if any,

    1.__Semester hours
    (Qtr. hr. = 2/3 Sem.hr.)

5. Institution granting Masters degree.

    1.______________________

6. Which of the following best describes your graduate major?

    1.__Guidance
    2.__Psychology
    3.__Education
    4.__Administration
    5.__Other

7. Please check practicum experience(s) you have had.

    1.__On-campus counseling
    2.__Off-campus counseling
    3.__On-campus guidance laboratory
    4.__Off-campus guidance laboratory
    5.__Guidance internship in secondary school
    6.__Other (Please specify ______________________)

8. At what University(ies) was the practicum provided?

    1.______________________
    2.______________________
    3.______________________

9. Present title.

    1.__Counselor
    2.__Director of Guidance
    3.__Director of Pupil Personnel Services
    4.__Other (Please specify ______________________)

10. Time currently spent in guidance position.

    1.__Less than half-time
    2.__Less than full-time but more than half-time
    3.__Full time

11. Number of years employed in a guidance position.

1.__1
2.__2
3.__3
4.__4
5.__5-8
6.__9-12
7.__13-16
8.__17-20
9.__21-over

12. Type of guidance certificate held.

1.__Provisional
2.__Professional
3.__Permanent

13. Enrollment of present school.

1.__Less that 100
2.__101-300
3.__301-500
4.__501-1000
5.__1001-1500
6.__1501-2000
7.__2001-2500
8.__2501-over

14. Grades responsible for.

1.__9
2.__10
3.__11
4.__12

15. Type of school counseling in.

1.__Suburban
2.__City
3.__Rural

16. Number of students for whom you have responsibility as a counselor.

1.__Less than 100
2.__101-200
3.__201-300
4.__301-400
5.__401-500
6.__501-600
7.__601-700
8.__701-over

17. Have you attended an NDEA Counseling and Guidance Training Institute?

1.__Yes
2.__No

18. If answer to (17) is Yes, please list the name(s) of the University(ies) where the Institute was (were) held.

1.____________________________
2.____________________________

19. Please list the dates and type of Institute attended, if any.

1.________Date_________Type
2.________Date_________Type

20. Professional association membership.

1.__American Personnel and Guidance Association
2.__American School Counselors Association
3.__National Vocational Guidance Association
4.__Ohio School Counselors Association
5.__Your local Guidance Association (Please specify name____________________)

21. When this study has been completed, would you like a summary of the results?

1.__Yes
2.__No

APPENDIX B

DIRECTIONS FOR RECORDING COUNSELING INTERVIEWS

April 5, 1965

Dear Counselor,

Recently you completed a questionnaire which was the first phase of a project designed to study the nature and range of the school counselor's behavior during the counseling interview. The response to this questionnaire has been excellent. Over forty school counselors have agreed to participate in this research.

At this time, I would like to place in your hands the materials necessary to complete your part in this project. You should find enclosed in this package instructions for recording the interviews, two spools of tape, and return postage. We have done a preliminary study of the procedures involved in recording these interviews and have attempted to anticipate your questions; however, questions may arise. If they do, please feel free to contact me either by telephone (614-268-0984) or by mail.

As soon as these tapes are returned, they will be sent to a typist where they will be transcribed for analysis. This should take approximately one month. According to the proposed schedule, the study should be completed by the end of October and the results will be sent to you shortly thereafter.

I would like to take this opportunity to thank you for being a part of this study. I believe that we are undertaking a project well worth our time and effort. The results of this study should provide information that will be useful to all school counselors.

Sincerely yours,

William A. Troth

INSTRUCTIONS FOR RECORDING COUNSELING INTERVIEWS

I. MATERIALS

1. This package should contain the following:

    a. Two spools of tape.
    b. Instructions for recording the counseling interview.
    c. Return postage.

II. PREPARATION FOR RECORDING THE INTERVIEW

1. Obtain the tape recorder.
2. Obtain an empty 7" tape spool.
3. Set-up the tape recorder.

    a. If you are unfamiliar with the operation of the tape recorder, ask your audio-visual aids person to instruct you in its use.
    b. If possible, obtain a microphone with a stand for recording the interviews rather than using the "hand held" microphone.
    c. Place the tape recorder in an inconspicuous position, such as on the floor next to your desk out of the sight of the counselee.
    d. Place the microphone off to the side of your desk with the microphone placed at an angle to best record both voices. In recording voices, reproduction is not too clear beyond four feet.

4. Set the tape speed indicator at the 3 3/4 speed.

5. With the tape recorder and microphone in position, record in your normal voice by giving your name and school address several times. This will also serve to identify the tape.

6. Rewind the tape to where you began recording your voice and replay to check the fidelity of the recording.

7. If the recording is not clear, readjust the recorder.

III. RECORDING THE INTERVIEW

1. Have the tape recorder warmed when the counselee enters; you should be prepared to record when the counselee enters.

2. Please attempt to record all counsecutive interviews where possible.

3. Read and record the following prepared statement to the counselee. Have the counselee respond in either the affirmative

or negative. We must have the counselee's permission to record the interview or we can not use the interview.

   a. "This is part of a research project that I am participating in. In this research project, I am to record our counseling interviews. Your permission to record and study our interview will be needed. All material on this tape recording will be kept confidential so you need not worry about saying anything that you do not wish someone else to hear. Do you agree to participate in this research?"

   b. If the counselee has any questions about the nature of this project, please feel free to answer them.

4. If the counselee does not agree to tape record the interview, turn off the tape recorder and go on with your interview.

5. If the counselee agrees to participate, then go on with the interview.

6. When the first interview has been recorded, rewind the tape to the beginning of the interview and advance the tape to spot check the fidelity of the recording. Adjustments may have to be made. In subsequent interviews, you should also spot check the fidelity of the recordings.

7. Immediately after each interview has been completed and the counselee has left, give the following identifying information: (1) counselee's age, (2) counselee's grade level, (3) counselee's sex, (4) type of program the counselee is in, e.g. college prep., vocational, etc., (5) which interview this was; whether it was an initial interview, second interview, third interview, etc., and (6) your categorization of the main focus of the interview, such as vocational, educational, personal-social, etc.

8. After recording the above information, advance the tape ten to fifteen feet and prepare to record the next interview.

9. When the tape runs out on the first reel, rewind, place it in its box and set aside. If you notice that there is not enough tape left to complete another interview, please rewind the tape and set aside before the next interview. If the tape runs out in the middle of an interview, you need not rewind unit after the interview has been completed.

10. Insert the second spool of tape and begin recording with the next interview.

11. When you have finished recording on the second spool of tape,

rewind and place both spools of tape together for packaging and mailing. Please save the packaging material and use if for returning the tapes. These tapes have been weighed and the correct return postage is found stapled to the set of instructions. When you have finished packaging the tapes, write in a conspicuous place EDUCATIONAL MATERIALS - SPECIAL HANDLING to insure that proper postage is charged. Also, in a conspicuous place write TAPES - PLEASE KEEP AWAY FROM STRONG MAGNETIC FIELDS to avoid erasure of the tapes. Then return to: William Troth, Education Dept., Otterbein College, Westerville, Ohio.

APPENDIX C

MANUAL OF INSTRUCTIONS RATING SECONDARY SCHOOL COUNSELOR SUB-ROLES

MANUAL OF INSTRUCTIONS

RATING SECONDARY SCHOOL COUNSELOR SUB-ROLES

This research is interested in the subordinate roles which a school counselor plays within the counseling interview, that is, what are the smaller or subordinate roles a person assumes within his larger role as a school counselor. The tern sub-role will be used to mean this type of role. For example, while a counselee is explaining his problem, the school counselor may function as a listener, or he may play a sub-role of helping the counselee with further elaboration. Then later on in the interview, the school counselor may actually direct the counselee in practice on some skill. Then, if necessary, the school counselor may later play a subordinate role of giving the counselee some needed factual information.

Preliminary work has indicated that during segments of the interview, a school counselor demonstrates a certain consistency in his behavior as he tries to play one or another sub-role. Initial research has indicated that such sub-roles do emerge in the interaction process of the counseling session and can be described with the same formal characteristics as the the traditional concept of roles.

In this study the tern sub-role will refer to that adjusted general purpose or intent which a school counselor has for a particular period in an interview in order to produce certain relationships with the counselee which he hopes will serve to facilitate the counselee's solving his problem. This general purpose affects the nature of the counselor's speeches and when this general purpose changes, the school counselor's remarks similarly are altered in pattern. These purposes can be investigated through patterns of verbal behavior which school counselors use within the counseling interview.

In rating the sub-roles, the judge needs to be aware of at least three different methods of describing a school counselor or his behavior. (1) One can speak, in general terms, about the overall role of the school scounselor. In our particular culture, for example, a school counselor is thought of as a person who helps individuals solve their problems, increase behavioral maturity, gain insights, make plans or decisions. (2) A school counselor's behavior can also be described, especially for longer segments of the interview, as assuming sub-roles which change throughout the interview for the purpose of producing certain results in a particular situation at a given period of time. (3) A school counselor's behavior, especially single responses, can also be described in terms of the specific techniques he is using, for example, general leads, interpretation, clarification, tentative analysis, etc.

This research is interested in the second method of description, that is, the identification of the changing sub-roles within the interview.

The judges, therefore, will be asked to make the following ratings:

1. Locate the transition points between school counselor sub-roles;
2. Label the problem for each sub-role unit;
3. Label the sub-role being played, and
4. Define the sub-role labeled.

The Transition Point

In considering the first rating, the judge is to identify from verbatim transcriptions of counseling interviews the transition point at which a counselor changes from one sub-role to another. Work sheets and final sub-role rating sheets will be provided for this step.

Definition: The transition point is defined here as that statement by the school counselor in which he gives evidence of assuming a different sub-role with his counselee.

In the following example the school counselor indicates that he is assuming a new sub-role at /// in line 47. Previous discussion was concerned with the school counselor giving factual information to the counselee.

43 C: Because it's something you sort of work up into and there'd be nobody that could predict that you would be able to do that...

S: Of course, I don't know if I'd like that job...salesman...I think it's kind of...it's a..headache...I think I mean,I mean... it's always..something going on and..(laughs)..something....

44 C: So many decisions having to be made...

S: Yeah......

45 C: So many..so much responsibility...and so on.

S: Uh huh.
(long pause)

46 C: That's sort of, about it for today?

S: I think so.

47 C: Uh hu. /// Well, why don't you finish the testing then..at your leisure......

S: U huh.

Of course, not every interview will have as definite transition points as the example given. It is quite possible that a counselor might gradually shift his sub-role so that the exact transition point is not easily discernible. When this occurs, the judge is to select the point which seems "best" to him.

Another major problem which may arise in identifying sub-roles is: how short can a sub-role be? That is, do one or two school counselor speeches make a sub-role or are several speeches of similar tone needed before the school counselor is playing a sub-role? Generally, several school counselor speeches would be necessary to constitute and to identify a sub-role. Within one sub-role a school counselor may use varying speech techniques from acceptance remarks to interpretation remarks, but there is an overriding purpose characteristic of all his remarks. In addition, if a counselor were playing one sub-role and a counselee asked a specific question which required an answer by the school counselor, the school counselor's answer would not constitute a new sub-role, unless after answering the question, he continued to give the counselee information, or changed the purpose or intent or tone of his speeches in some way, he would be playing a new sub-role.

However, it is quite possible that a single long school counselor speech, in itself, might constitute a sub-role. Within one sub-role a school counselor might utilize one long speech indicating his relationship to the counselee and the usual counseling procedure. For example, he might might be informing the counselee that the counseling relationship is one in which both counselor and counselee have their distinct responsibilities and in which both work together in a kind of partnership arrangement. While the transcription shows only one long speech, the counselee has probably been nodding his head in acceptance so that a sub-role unit is indicated.

In another situation, a school counselor may finish sub-role A. Then for one or two speeches he may be playing sub-role B, and then go on and play a long new sub-role C. This could either be rated as two sub-roles (A and C), or as three sub-roles (A,B, and C), depending upon the definitence of the brief in-between sub-role B.

In rating, a judge should not confuse a school counselor's sub-role with the specific techniques used by the counselor. While an assumed sub-role will affect the techniques used, a judge should also consider the tone of the interview. That is, if a school counselor's techniques show a wide range, but the tone of the section seems similar, consider this as one sub-role.

Sub-roles will differ in their degree of definiteness. In selecting transition points between sub-roles and labeling sub-roles, a judge should be as certain as possible that the counselor is playing one sub-role. The judge should not try to make every variation into a sub-role; neither should he see each school counselor as playing only one sub-role.

Check transition points where changes in sub-role seem clear. If a section seems ambiguous, that is, seems to have differences and yet these variations are not clear, call it one sub-role and describe your reactions fully in the space provided for definitions on the sub-role rating sheet.

Nature of the Counselee's Problem

The present study is also concerned with the nature of the counselee's problem. We are interested in whether the type of problem being discussed is related to the type, frequency, and range of the sub-role being played. The classification system of educational-vocational problems and personal-social problems will be used. The problem encountered in each sub-role unit will be labeled. In some sub-role units the problem may be part educational-vocational and part personal-social. You are to choose which category best describes the problem encountered in the sub-role unit.

A unit will be designated educational-vocational if the school counselor is primarily concerned with developing an educational plan with the counselee, providing remedial assistance, giving occupational or educational information, appraising vocational-educational fitness, assisting the counselee in planning for a career, helping the counselee select a training institution, interpreting tests for the counselee, or providing remedial assistance to the counselee.

A unit will be designated personal-social if the school counselor's primary concern in the unit is in helping the counselee to deal with emotional conflict, assisting the counselee in dealing with peer relationships, assisting the counselee in dealing with sexual problems, helping the counselee to deal with relationships between himself and parents or significant others, assisting the counselee with moral problems, or helping the counselee to develop some type of life plan.

Labeling and Defining Sub-Roles

After the judge has determined the transition points for all of the interviews and has labeled each sub-role unit according to the problem involved in the sub-role unit, he is to reread each interview and label each sub-role unit. In labeling the sub-role unit, each judge is given considerable freedom to label the sub-role unit with any term that seems to appropriately describe the unit. *No attempt is to be made to relate the unit to any existing system of classifying sub-role units.* If the label used adequately characterizes the unit, then this is acceptable. The classification and assignment of sub-roles should be developed as a result of analysis of the content. The categories used to describe the sub-role unit need only to be consistent with our present understanding of counseling behavior. After the label has been placed on the sub-role unit, the judge is to define his label in operational terms.

Procedures

Three separate ratings will be made: (1) locating the transition points between the counselor sub-roles, (2) labeling on the counselee's problem for each sub-role unit, and (3) labeling and defining the school counselor sub-role units.

A. Locating Transition Points. (Use the work sheet provided for initially locating the transition points. A sample worksheet is found following procedures.)

1. Fill in the identifying information on each rating form used.
2. Study the transcriptions looking for changes in sub-roles.
3. When a transition point is located, indicate the length of the sub-role unit on the work sheet by writing the numbers of the first and last counselor speech in the unit in the space provided for this.
4. Use the space for comments on the work sheet for making any notes that might be useful to you when defining the sub-role units.
5. When the above has been completed. make sure that a sheet is there for each interview rated.

B. Labeling the Counselee's Problems. (Use the work sheet provided for initially locating the transition points. A sample work sheet is found following procedures.)

1. Reread each sub-role unit.
2. Determine whether the sub-role unit is primarily educational-vocational or personal-social in nature.
3. Label each sub-role unit.

C. Labeling and Defining Sub-Role Units. (Use the sub-role rating sheet provided for completing this section. A sample sub-role rating sheet is found following the procedures.)

1. Fill in all of the identifying information on each sub-role rating sheet used.
2. Transfer the sub-role unit from the work sheet to the sub-role rating sheet.
3. Transfer the label for the counselee's problem from the sheet to the sub-role rating sheet.
4. Reread each sub-role unit and on the sub-role rating sheet write a label for each sub-role unit.
5. After the sub-role unit has been labeled, write your definition of the label in the space provided for this on the sub-role rating sheet.
   a. If you have previously defined the sub-role you may indicate this and refer to the exact location of the

sub-role unit by identifying the counselor, the interview number, and the transition points within which the sub-role unit will be found. See the example on the sub-role rating sheet.

6. When the above has been completed, clip all of the sub-role rating sheets together and check to see if all of the sheets are there. If all of the sheets are accounted for, then return the sheets and the interviews to this writer.

SAMPLE WORK SHEET

Counselor: ABC

Interview No. 3

Sub-Role Unit from	to	Problem Ed-Voc Per-Soc	Notes
1	13	per-soc	This sub-role is typified by counselor statements where the counselor is trying to build rapport. Interview starting - client seems hesitant - nervous - counselor trying to break the ice.
14	37	ed-voc	The counselor is filling out a form of some sort - wants to know what courses counselee is taking - asking pretty specific questions.
38	52	ed-voc	The counselor is telling the counselee about the courses he needs to take to get into college - telling counselee about the requirements - seems similar to what counselor XYZ did.
53	61	ed-voc	getting more information
62	79	per-soc	The counselee is doing most of the talking - counselor seems to be just letting him go on - neither encouraging or discouraging - counselor seems to be setting back and saying "go ahead."
80	85	ed-voc	The counselor is urging that the counselee take language and typing - seems like he is trying to "sell" the counselee on a course of study.
86	98	per-soc	The interview ends here - counselor just being social - they part good friends.
			INTERVIEW OVER

SAMPLE SUB-ROLE RATING SHEET

COUNSELOR: ABC JUDGE ____________________

INTERVIEW NO. 3

Sub-Role Unit from	to	Problem Ed-Voc Per-Soc	Label	Definition
1	13	per-soc	Rapport Building	This sub-role is typified by counselor statements of friendly discussion with the counselee. The statements are unrelated to the counselee's problems and seem to be designed mainly to establish rapport.
14	37	ed-voc	Information Gathering	In this sub-role the counselor's statements are directed toward obtaining specific information about the counselee. The purpose seems to be that of gaining specific information.
38	52	ed-voc	Information Giving	See Counselor XYZ, Interview No. 2, sub-role unit 58-72.
53	61	ed-voc	Information Gathering	See Counselor ABC, Interview No. 3, sub-role unit 14-37.
62	79	per-soc	Listening	The counselor has permitted the counselee to pursue the topic in his own way. The counselee is doing most of the talking while the counselor is saying little and making mostly neutral statements.
80	85	ed-voc	Advising	The counselor is urging the counselee to accept or carry out something the counselor has suggested and planned. In general, the counselor is attempting to persuade the counselee.
86	98	per-soc	Rapport Building	See Counselor ABC, Interview No. 3, sub-role unit 1-13.
				INTERVIEW OVER

APPENDIX D

JUDGES SUB-ROLE LABELS AND DEFINITIONS

JUDGES SUB-ROLE LABELS AND DEFINITIONS

JUDGE A

Lecturing	In a sense the counselor is reprimanding the student. This is different from urging in that it is not "future" oriented.
Arguing	Counselor is in defensive position and disagrees with the student.
Advising	The counselor tells the student what he should do, urges a course of action.
Accepts Counselor Action	Here the counselor states something he will do outside the interview. In this case serve as an intermediary between student and teacher.
Urging	Counselor suggests specific actions for the student.
Suggest a Solution	The counselor presents a possible course of action without urging.
Presenting Data	The counselor is providing information, basically factual, to the counselee.
Presenting Information	Obviously the counselor is reading and verifying information from a card, etc.
Obtaining Data	The counselor is gathering data about the counselee's situation. He uses questions and some reflection.
Assurring	Counselor makes a statement indicating that the student need not be concerned (i.e. getting into college).
Encouraging	Illustrating or helping the student see his positive worth.
Supportive Summary	The primary sub-role here is summary, that is reviewing what was discussed in the interviewer. The techniques used here is supportive in that it attempted to provide assurance to the student.

JUDGE A - continued

Support	Counselor makes statements that student can work out the problem, (that he will help is also implied in this particular statement).
Interprets	The counselor restates or redefines what the student has been saying (clarification).
Reflecting	The counselor is basically silent and occasionally making neutral statements which allow the student to expand on what he is discussing.
Structuring (topic)	In this sub-role the counselor is structuring (setting limits of the interview). It is a particular type of structuring, that of topical structuring.
Role Structuring	Setting limits of the counselor's role - interpreting what service he can and cannot provide.
Rapport Building	Making a statement designed to establish a common interest or mutual trust.

JUDGE B

Encouragement	Counselor is expressing opinions as to his feelings concerning what he feels would be good for the client.
Advice Giving	Counselor is giving his own interpretations on the success or failure of the client.
Questioning	Questions are not to gain information but to aid the client in thinking. Subtle approaches are used.
Information Giving (a)	On subjects and views as to how much to take. Counselor asks questions but gives information as a preface.
Information Gathering (a)	Counselor is trying to gain information concerning with backgrounds and plans.
Information Gathering (b)	Counselor is asking questions designed to give him a background on the success or failure of the client in certain areas.
Deep Probing	Uses techniques of questioning, listening, acceptance statements, and clarification and interpretation.
Listening	Counselor is mostly giving statements to show that he is listening. They are short and designed to force the counselee to talk more.
Information Giving (b)	Counselor is setting stage for conference with a discussion of the research project and his own concerns.
Structuring	The counselor is getting the stage for the interview in terms of what he wants to get out of it and does not seem to take into consideration the needs of the student. The tone is determined by the counselor.
Rapport Building	Setting the stage by discussion of tape and unrelated questions.

JUDGE C

Judging	Counselor confronts student with a judgement (subjective or objective) reached by the counselor and hopes that either the student will react to it or that it will allow the counselor to pursue a topic further. Counselee has done nothing to elicit judgement.
Persuasion	Counselor makes recommendations to the student and asks that the student do what the counselor has recommended.
Advising	Involves making specific recommendations to the counselee without urging on the part of the counselor.
Searching	Counselor pursues a student's remark in an attempt to determine the importance or relevance of the remark. At first glance the student's remark may not seem important, but because the counselor is uncertain, he attempts to explore for further meaning.
Structuring-Investigation	In this role the counselor attempts to identify the student's problem (investigation). Structure is achieved by asking direct questions, relevent to the problem which requires specific decisions from the counselee.
Explaining	In this sub-role the counselor responds to aspects of the counselee's problem by giving specific information designed to inform the student.
Clarification	Involves restating the feeling expressed by the counselee.
Supporting	Counselor responds to the counselee's remarks by acknowledgement and adding statements which support the counselee's statements or ideas.
Understanding	This sub-role finds the counselor responding to the counselee's remarks in a manner that restates the counselee's remarks and encourage their further development.

JUDGE C - continued

Summary-Transition	Counselor makes statements which bring the problem area under consideration to closure. The counselor then proceeds to ask questions which direct the conversation to a new problem area.
Information Gathering	The counselor in this sub-role asks open-ended questions or responds to counselee statements in such a way that the counselee continues to give information to the counselor.
Conversation	At this point either the counselor or counselee engages in talk that is not directly related to the student's problem or to facilitate the process of the counseling interview.
Closure	Counselor or counselee makes a statement that suggests the interview should end. Some more information may be asked for or given but little leading is done by the counselor.

JUDGE D

Statement of Beliefs	Counselor feels a need to say that he believes a certain thing and often why he believes this--this may be to influence the counselee's thinking in a new direction.
Confrontation	Counselor disagrees with the counselee and at the same tine offers another way of thinking or acting. Purpose to change behavior.
Advise-Reccommend	Counselor says things that he thinks the counselee should do or he suggests a different way of thinking about something. The counselor will often advise or recommend to the counselee on such matters as planning studying, etc. The purpose of this sub-role is to try to get the counselee to act.
Suggest-Alternatives	Counselor suggests alternative approaches based on his understanding of the situation and in his judgment what appears to be relevant approaches. The purpose is to help the counselee see alternatives which his limited field of experience may prevent coming into awareness.
Explore	Includes questioning, listening, reacting, clarifying. The counselor informally asks questions, listens to the answer, accepts the answer as well as reacts to the answer and clarifies the answer. The counselor next introduces a new but related ideas, by asking another question. This sub-role helps the counselee to clarify his thinking, promotes new understanding and leads to new alternative solutions.
Provide Information	Counselor provides information pertaining to rules, regulations, procedures, educational programs, and/or occupations. This type of information would be regarded as factual in nature. It is assumed that this information will acquaint the counselee with which he needs to know and things which will be of benefit to him.
Summarize	Counselor restates a number of the ideas which have been presented both by himself and the counselee. This serves to provide a platform from which to procede or advise, close, redirect, further explore, provide information, etc.

JUDGE D - continued

Review	Counselor asks questions, makes statements related to previous talk. The purpose is to clarify and lay the groundwork to go ahead in the counseling session.
Information Gathering	This sub-role included both formal questioning as a counselor would do when following an outline or form and informal questioning involving questions which come to the counselor's mind on the spur of the moment. The purpose is to gather information about the counselee, his experiences, background, plans, etc.
Open New Topic	Sub-role characterized by counselor behavior which serves to open a new topic or redirect the interview. The purpose for this may be because the counselor regards a particular topic as having been fully explored, the topic is a touchy one, or the counselor thinks of a new topic which is more relevant for consideration.
Structure	Includes the counselor's explanation of the counseling situation, i.e., how the counselor will operate as to time, what might be discussed, the approach to giving help, and the question of confidentiality. The sub-role will include both explicit and implicit explanation and delimiting of the counseling situation and operations; there is rapport building included in this category. The purpose of this sub-role is to provide limits for the counseling situation and to convey the mode of operation to the client.
Conversation	This sub-role includes chatting with the counselee about mutual interest or special interest of the counselor (this chatting occurs after rapport has been established). Purpose not clear, it may be in relation to the need of the couselee to express his realness or to demonstrate his accomplishments.
Structure (close)	See structure.

JUDGE E

Valuing	The counselor expresses his basic beliefs and attitudes, opinions, and values concerning the basic problem area. Statements are value-laden and judgmental in nature.
Giving Advice	A very direct statement as to what the counselor thinks the student should do; may be solicited or unsolicited by the student, generally the latter. Differs greatly from giving information in that it is more judgmental and direct.
Giving Information	Providing specific answers to students specific questions, generally at a relatively superficial level.
Summarizing	The counselor takes the main points of the several preceding student responses, reviewing what has been said. Closely related to clarifying, only over a period of several student responses.
Clarification	Counselor seeks a rephrasing of the student's response in order to better understand what the student means. The counselor may rephrase the student's responses himself.
Seeking Information	Counselor raises specific questions calling for specific factual answers--generally of a factual nature. Relatively superficial. Does not call for students revealing attitudes or feelings in the area of questioning.
Probing	Pursuing a particular student respones area in dept; attempting to insure the counselor of the student self-understanding with respect to the problem area.
Supportive	The counselor reinforces the student's point of view; generally, agreement with the student.
Listening	Close to reflection--a very non-directive lead which continues the student's response in a given problem area.
Reflection	An expression of the counselor, generally the core of the student's previous response, in which the counselor simply repeats a portion of the response. Maybe the traditional Um hum!

JUDGE E - continued

Introduction	Counselor states the reason for recording the interivew and gains the students' permission to record the interview.
Idle Chit-Chat	Counselor comments with no particular purpose; gossipy types of statements; may help to build rapport, but not necessarily.
Rapport Building	Setting the stage; easing the student into the situation.
Terminating	Closing.

JUDGE F

Recommending	Counselor suggests a course of action to the counselee as a probably solution to problem
Instructing	Counselor expounds his own thoughts and opinions regarding topic covered in the interview.
Exploring	Counselor and counselee look at concern cooperatively, developing ideas and thinking that could possibly help explain or give more understanding of problem and may lead to possible courses of action.
Counseling	Counselor focuses on the feelings and perceptions of the counselee as he helps him express his likes and dislikes regarding a problem, choice, or opportunity.
Explaining Resources	Counselor defines and describes possible courses of information or help in meeting special needs of counselee.
Consulting	Counselor shares knowledge and information as it relates to counselee's problem and may give him some structure for working through the problem He becomes a specialist.
Helping Counselee Clarify Problem	Counselor allows counselee to take lead and comments in non-threatening manner on counselee's statements, asking questions frequently to help counselee to verbalize concerns.
Summarizing	Counselor pulls together important topics covered in interview and points out possible implications for helping student.
Clarifying Problem	Counselor through questioning has counselee make more comprehensive statement of his concerns.
Questioning	Counselor asks specific questions of counselee to get information and establish basic understandings about concerns

JUDGE F - continued

Information Gathering	Counselor structures interview by listening through asking a series of questions designed to obtain information from or about the counselee.
Encouraging	Counselor expresses verbally (and non-verbally) friendship and concern for counselee and allows counselee freedon to express concerns in interview. Counselor may help by reflecting and reinforcing and shows that he will help think through the counselee's concern.
Listening	Counselor allows counselee to verbalize his feelings and perceptions about his experiences, occasionally making reflecting or clarifying statements.
Reviewing	Counselor attempts to reconstruct basic ideas and concerns discussed previously in to look at problem again.
Establishing Rapport	Counselor engages in side discussion with counselee setting up friendly and comfortable relationship.
Conversing	Counselor assumes a "peer" role and fully exchanges experiences and beliefs with counselee and friends. Counselor appears to have no specific objective other than enjoying the relationship.

JUDGE G

Committing	The counselor is attempting to assist the student to commit or tentatively commit himself to a belief, action, or decision.
Establishing Cause and Effect	The counselor is attempting to assist the student to determine a possible cause and effect relationship for present or past situations, predict future situations, or interpret or explain reasons for certain beliefs or actions.
Generalizing	The counselor is attempting to assist the student to learn a generalized concept, principle, or idea.
Exploring	The counselor is attempting to assist the student to explore, clarify, or evaluate ideas, feelings, or possible courses of action.
Processing	The counselor is attempting to assist the student to complete an administrative process or task.
Broadening Awareness	The counselor is attempting to assist the student to broaden or increase his awareness and understanding of information, ideas, or alternative courses of action.
Orgainzing	The counselor is attempting to assist the student to recall or orgainze into awareness the background information, events, or ideas which might serve as a frame of reference for discussion.
Defining Topic	The counselor is attempting to assist the student to identify, define, or develop the topic, purpose, or goal of the counseling interivew.
Developing Relationship	The counselor is attempting to assist the student to establish, develop, or maintain an interpersonal relationship or verbal contact with the counselee.

APPENDIX E

CLASSIFICATION OF JUDGES SUB-ROLE LABELS

CLASSIFICATION OF JUDGES SUB-ROLE LABELS

Category	Judge
1. Judging	
a. Lecturing	A
b. Arguing	A
c. Advising	A
d. Accepts Counselor Action	A
e. Encouragement	B
f. Judging	C
g. Persuasion	C
h. Statement of Beliefs	D
i. Confrontation	D
j. Valuing	F
k. Committing	G
2. Advising	
a. Urging	A
b. Advice Giving	B
c. Advising	C
d. Advise-Recommend	D
e. Giving Advice	E
f. Instructing	F
g. Recommending	G
3. Exploring	
a. Suggests a Solution	A
b. Questioning	B
c. Searching	C
d. Structuring-Investigation	C
e. Suggest Alternatives	D
f. Explore	D
g. Exploring	F
h. Counseling	F
i. Establishing Cause and Effect	G
j. Generalizing	G
k. Exploring	G
4. Information Giving	
a. Presenting Data	A
b. Presenting Information	A
c. Information Giving (a)	B
d. Explaining	C
e. Provide Information	D
f. Giving Information	E
g. Explaining Resources	F
h. Consulting	F
i. Processing	G

Category	Judge
5. Clarification	
a. Clarification	C
b. Summarize	D
c. Review	D
d. Summarizing	E
e. Clarification	E
f. Helping Counselee Clarify Problem	F
g. Summarizing	F
h. Clarifying Problem	F
i. Broadening Awareness	G
6. Information Gathering	
a. Obtaining Data	A
b. Information Gathering (b)	B
c. Information Gathering (a)	B
d. Information Gathering	D
e. Seeking Information	E
f. Questioning	F
g. Information Gathering	G
7. Probing	
a. Deep Probing	B
b. Information Gathering	C
c. Probing	E
d. Organizing	G
8. Supporting	
a. Assurring	A
b. Encouraging	A
c. Supportive Summary	A
d. Support	A
e. Supporting	C
f. Supportive	E
g. Encouraging	F
h. Extending	G
9. Reflecting	
a. Interprets	A
b. Reflecting	A
c. Listening	B
d. Understanding	C
e. Listening	E
f. Reflection	E
g. Listening	F

Category	Judge
10. Structuring	
a. Structuring (topic)	A
b. Role Structuring	A
c. Information Giving	B
d. Structuring	B
e. Summary-Transition	C
f. Open New Topic	D
g. Structure	D
h. Introduction	E
i. Reviewing	F
j. Defining Topic	G
11. Rapport Building	
a. Rapport Building	A
b. Rapport Building	B
c. Conversation	C
d. Conversation	D
e. Idle Chit-Chat	E
f. Rapport Building	E
g. Establishing Rapport	F
h. Conversing	F
i. Developing Relationship	G
12. Closure	
a. Closure	C
b. Structure (close)	D
c. Terminating	E

APPENDIX F

DESCRIPTION OF COUNSELOR SUB-ROLES

DESCRIPTION OF COUNSELOR SUB-ROLES

1. The Judging Sub-role. This sub-role is characterized by these statements in which the counselor expresses his basic beliefs, attitudes, opinions, and values. The counselor statements are usually value laden and may plave the counselor in a position of disagreeing with the counselee. Generally the counselor is urging the counselee to accept a decision made by the counselor for the counselee's own good. The counselee is frequently placed in a defensive position during this sub-role.

   Example:

   94. C: Well, now, I happen to think Bob a great deal in prayer. Now I'm not telling you what to do, but this is the basis of every religion you know that. So I don't think I'm stepping on your religious toes when I talk to you this way. Ah, I would like to encourage you to do this kind of thing cause it does take away the loss. But if you can't do that or don't want to do that if you project yourself so that you see yourself differently....Has anyone ever talked to you in this way as I have....

   S: No.

   95. C: Well, I think that this sort of thing, and because you're at home and because you've had time to think and reflect upon your parents it has affected you more than maybe your parents realize.........Now how far did your parents go through school?

   S: My father had one year of college.

   96. C: And your mother didn't finish, well, probably because of this they haven't thought too much about your going very far into education.

2. The Advising Sub-role. This sub-role is characterized by counselor statements which recommend a course of action for the counselee. The counselor's statements are generally not value laden but do carry the intonation that the counselor has superior information about the concern being discussed. This sub-role differs from the Judging Sub-Role in that there is less emotional involvement on the part of the counselor.

   Example:

   70. C: I think it would be a good idea, don't you? Cause you're going to have to work through them or someone to get yourself a job. Now, Bell Telephone is the only place that I

could think of that will hire somebody 17, they frown on it a little bit, but if you're good they will, but you'll have to be prepared until, and when will you be 18?

S: September.

71. C: Well, you might as well prepare yourself for part-time or something until then.

S: Yeah, I know.

72: C: And ah, cause, its just, a, well, it is just so hard for a 17 year old to get a full time job, and so, my suggestion is that we make some kind of arrangement for you to come down to the employment office and take their test because they'll help you, ah...It really would be a good idea for you to take the test cause you'll never know till you do.

3. The Exploring Sub-role. This sub-role is typified by counselor and counselee behavior which indicates a give and take relationship. The counselor and counselee are exploring the situation in order to find possible solutions to the counselee's concern. The counselor is not urging or persuading in this sub-role; he is suggesting alternative approaches or views on a subject. The counselor is attempting to help the counselee to consider a number of alternative roles so that the counselee can attempt to see how these roles fit. This sub-role can easily be confused with the sub-roles information Giving and Information Gathering; however, it differs from these two sub-roles in two important aspects. In general, the Information Giving Sub-role is played primarily for the counselee's bebefit. The Information Gathering Sub-role is played primarily for the counselor's benefit, while the Exploring Sub-role indicates that the counselor and counselee are working together as a team to find solutions to the problem.

Example:

41. C: ....Western College for Women

S: Ha! Well, Notre Dame...uh....it isn't..why, I don't think it's one of the most expensive colleges. I don't, uh, their prices...I mean, to find it in a scholar..in a listing, but they do offer scholarships.....

42. C: Oh, yeah, we did have one of the offerings here over there.....

S: Well, you know, you were telling me that one of the girls in Two's going there and thought it was way above her, you know?

43. C: Right.

S: Well, the girl I work with has a, I think a cousin or something that went there, well, she was from Ashville, and her father worked on the docks, and so they quit, I mean, you know, they lived in an old house and she had a lot of brothers and sisters, so they...and she liked it..she went all four years there.

44. C: Well, I think I should have been a little more explanatory here. I doubt that you would find as much trouble as this girl did. Why do you think you would have trouble?

S: Well, I..I really don't think I'd have any trouble getting along with any people.

45. C: How do you think you'd be able to do with the class work?

S: Oh, I guess I'd do OK.

4. The Information Giving Sub-role. In this sub-role the counselor is a specialist giving information on a topic about which he is expected to have considerable knowledge. The tone of this sub-role is for the most part factual in nature. The counselor is generally provided information about courses, subjects, rules, regulations, procedures, occupations, college requirements or factual information about the counselee's problem. This sub-role is non-judgemental in character; the counselor is merely attempting to provide the counselee with information which may prove useful to the counselee. The counselee usually asks the counselor for this information.

Example:

10. C: Let's first look at the test part here. Uh...your choice of colleges is going to require that you take both of the national testing programs available. T.U. requires that we call the SAT. that's the college boards, Scholastic Aptitude Test...that's the college boards. B.G. requires the ACT or the American College Testing Program. Now, the ACT is given in November, I believe it's usually the first Saturday. We're going to give both of them here at Lincoln, so there will be plenty of announcements so you should know when its coming.

S: Uh-huh.

11. C: You have to make your application about a month in advance and the ACT is $4.00 and the Sat is $4.50. You generally have to get your application in about a month before its time to take them.

5. The Clarification Sub-role. This sub-role is characterized by a search for greater meaning and understanding of the counselee's concern. The counseling environment is usually non-threatening in nature. The counselor helps the counselee verbalize his concerns in order to bring them into sharper focus. The counselor is generally directing his attention on the thoughts or ideas presented by the counselee. Seemingly unrelated aspects of the counselee's thinking or behavior are brought into perspective. Frequently the groundwork is laid in this sub-role for a more direct course of action that the counselor will take later. This sub-role differs from the Reflection Sub-role in that it attempts to add insight to the counselee's thinking.

Example:

31. C: Do you see yourself in you growing up or feeling mature an important part in the whole process of thinking of things of the future and at the same time....How's Tom feel?

S: He feels that same way I do from what he said and he worries about, you know, his mother because his father is dead and his sister and her husband live with his mother right now in her house and if we got married we would probably have to live there too. It's a big family and won't work. Cause someone would have to take care of his mother and Ray and Ann won't move out because they don't want to go out on their own. And he worries about that. I don't think I would have any trouble.....she's real sweet and understanding.

32. C: Uh-huh, do you think you might move in with her?

S: I don't know, sometimes I think I wouldn't want to that I'd rather have a home of my own and then sometimes I think that would be selfish because that would be putting her out and she wouldn't have anybody to go to.

33. C: You'd like to think about her, but you also know that you want to think about you ownself. Why does Tom feel so responsible for her?

S: Well, he says that they've used her a lot and well I know one of his brothers. She has to pay all of the electric bills and all of the small bills and they take advantage of her.

6. The Information Gathering Sub-role This sub-role is characterized by counselor questions which call for informational or factual answers. Quite often the intention of the counselor is to obtain background information and to get a general understanding of the

counselee's concern. The counselor is not focusing on the counselee's attitudes or feelings but merely is gaining information with which he may direct the topic under consideration to a new area. He may have made a tentative analysis of the counselee's problems and wish to have his analysis confirmed or contradicted.

Example:

12. C: You were the winner of the Danforth Award, let's see was it two years ago? When you graduated from the Jr. High here?

S: Yes.

13. C: At that time did you have any definite ideas as to what you were going to do when you got out of high school?

S: No, I didn't have any definite plans.

14. C: Do you have any definite plans now?

S: Well, I plan to finish high school and go on to college as a teacher or in Physics.

15. C: What year of school are you in now?

S: I'm going on to be a senior.

16. C: Do you recall what the various aspects of the Danforth Award were? Why were you chosen as the outstanding boy?

S: Well, I don't remember exactly. It had to do with religion, scholarship, citizenship and school spirt and character.

17. C: Did you feel that you continued them throughout high school?

S: In some activities I've become more active and in others I've become, ah, less. I've worn down.

18. C: What about this scholastic average, is it as high as it was when you were in junior high?

S: Its about the same.

7. The Probing Sub-role This sub-role is characterized by the counselor's pursuing the counselee's responses in dept. The counselor is attempting to get to the core of the counselee's problem by attempting to "read between the lines" of what the counselee is saying. Such statements may serve to aid the counselor in formulating hypotheses concerning the counselee s basic difficulties and

possibly lay the groundwork for a concerted plan of attack on the counselee's problem. This sub-role differs from the Exploring Sub-role in that the counselee frequently has little or no understanding of the meaning of the questions the counselor is asking. It differs from the Clarification Sub-role in that it functions at a greater depth.

Example:

56. C: Help me understand what you're meaning there Lynn.

S: Well, a good many of my friends can, in fact feel real close to them. I can talk to them and things and my parents, I don't know, they just don't seem friendly or something. I don't know, like someone you can't get close to. Whenever he's around they're just, ah, I don't know how to explain it, I've tried to think about it and really figure out what it is, but I can't.

56. C: For reasons that you're not able to understand right this minute, you feel that its hard for your parents to be close to anyone.

S: I think it might be, you know, they don't want us to marry or something, but Marge and Dave are already married. They really aren't....I don't know what it is. Marge is cross too.

58. C: Sometimes you wonder if they aren't afraid of having to give up too much if they, ah, feel close to her.

S: It could be.

59. C: To them it might seem the price to give....

8. The Supporting Sub-role A counselor playing this sub-role reacts in such a way as to give the counselee emotional support. The counselor may be attempting to help the counselee to see his own positive worth; he may be assuring the counselee that he need not be concerned about some problem; or he may be expressing his approval of a course of action suggested by the counselee. The counselor attempts to show the counselee that he is available and there is someone on whom the counselee can depend.

Example:

55. C: Uh-huh, that would be how I feel, although I don't feel that I have a right to expect you to accept the way I feel about things. I think you have a right to decide for yourself, and I guess that's what you were putting into your

words there, weren't you. That individuals do have a right. If I think its right, I wouldn't worry about what others think, let them figure that out. That's hard for you to do isn't it Lisa.

S: Yes, even, well I haven't been going to church and then I started going to a Baptist instead of a strict Baptist and I like it real well. And so I've been pondering over whether to join or not and I looked around the audience and I saw a bunch of kids I thought, well, if I go myself I must be some kind of kook or something and I thought, well if I'm gonna be that low I just don't deserve being able to walk up there so I walked up and I walked up proud.

56. C: You're still feeling proud aren't you?

S: Yes.

57. C: Your face tells me so. And when you do make decisions, you're thoroughly pleased and proud. And when you act in accordance with how you feel, you really do feel good. A while ago you seemed to be telling me that when you said if I know I shouldn't do it then I shouldn't do it but you said you're working on it, but that's not easy either but it makes you feel good too.

S: Yes.

9. The Reflecting Sub-role This sub-role is characterized by neutral counselor statements that do not impede or sidetrack the counselee but do indicate to the counselee that the counselor is listening. The counselor adds no new ideas or thoughts; he limits himself to statements or phrases that reflect this listening attitude. This sub-role usually occurs when the interview is moving along well and the counselee is verbalizing. The Reflecting Sub-role differs from the Clarification and Supporting Sub-roles because the counselor is playing a less active role in the interview.

Example:

15. C: I see. You like to work with, ah, do something for people.

S: Ah, Gee, I ever since, I like to be around people, you know.

16. C: You like to be around....ah, I see.

S: I don't want to get, get out some place where you get out and work aound people, I don't mind, I don't want to get out and work around filthy people. I, ah, don't mind if they take a bath once or ah, ah, I can't work in a plant like my dad does, I, he tells me stuff that goes on.

17. C: Uh-huh.

S: Its not that I couldn't do the work it, its just don't get your, ah...

18. C: Uh-huh.

S: Then you see my dad is at home. If he gets sick, well, well, you know its a shock.

19. C: Ahhh.

S: The way he's working right now its a easy to get hurt or get sick, three months without fool, without money, you know he, he has to pay the bills and there's just no money.

20. C: Uh-huh.

S: So I'd just like to get a jon anywhere. But if I, I can make a little bit of money you know for, well when I get married. I mean.

10. The Structuring Sub-role The structuring sub-role includes two distinct areas: (1) structuring dealing with the relationship, and (2) structuring dealing with the topic.

1) Relationship This includes the counselor's explanation of the counseling situation, i.e., how the counselor will operate as to time, what might be discussed, the approach to giving help, and the question of confidentiality. It concludes both explicit and implicit explanation and delimitation of the counseling situation and operation. The purpose of this sub-role is to provide limits for the counseling situation and to convey the mode of operation to the counselee.

Example:

1. C: Would you put your schedule in there? It will help me see which kind of subject you've been taking and how many credits you have and where you're headed.

S: You want to know what subjects I've taken this year?

2. C: Would you put your schedule in there? I'll survey it briefly---it helps to tell what subjects you've taken and how many credits you have.

S: You want to know the credits and......

3. C: Yes....OK, Jim go ahead.

S: Well, I'm gonna take the college prep...but I'm not sure... I'm not going to take Phys. ED. next year so, I don't know if I'm going into Economics and the Business Law or Mechanical Drawing and Speech. I don't know which one.

4. C: Oh, I see...Well, lets start right down here on this middle column. The ones you're definitely sure of..You're sure you want to take one other subject. You study a lot a home?

S: Yes.

2. Topic This sub-role is characterized by counselor behavior which serves to open a new topic or to redirect the interview. The purpose for this may be because the counselor regards a particular topic as having been fully explored, the topic is a touchy one, or the counselor thinks of a new topic which is more relevant for consideration.

Example:

11. C: You do understand that you do have to get a science credit before you graduate?

S: Uh-huh.

12. C: And you're not failing English is that correct?

S: Yeah

13. C: So you'll be alright to go ahead and take English 10 in the High School.

S: Well, I'm pretty sure from here on in I won't be failing any other subjects, except for science.

14. C: Do you have any idea about what the situation will be as far as your friend at the Welfare Department?

S: She's suppose to keep me until I'm 16.

15. C: Do you have any idea what will happen after that?

S: I don't know.

16. C: Do you ever see your real parents?

S: I've seen them one time.

11. The Rapport building Sub-role This sub-role takes two general directions. First, that of maintaining and developing the counselor-counselee relationship, and second, that of social conversation.

Both directions have the maintainence of positive rapport as their end goal.

1) Relationship The counselor is attempting to assist the counselee to establish, develop, or maintain an interpersonal relationship or verbal contact with the counselee.

Example:

2. C: Alright, where shall we begin today?

S: I don't know.

3. C: You don't know where to begin. I know you have a prettly new dress on.

S: Thank you.

4. C: When did you get that?

S: I got it for the senior trip and....

5. C: Uh-h.h, down to Columbus. How are things at home?

S: I don't know. I haven't been home too much over the weekend, ah, we got into an argument Friday.

2) Conversing The counselor assumes a "peer" role and exchanges experiences and beliefs with the counselee as friends. The counselor appears to have no specific objective other than enjoying the relationship.

Example:

56. C: I was for about...we went by boat sometimes, but I'm going back by plane.

S: Well, the first time we came back by ship. The first time I'd ever been aboard a ship I was about four years old, I was estatic, I wanted everybody....

57. C: Uh-huh, I like to, we saw kids go out and meet the boat on Sunday morning when it came in. It looked like fun. Then we were out ah, in a boat toward Pearl Harbor when it was leaving in the evening and cut around it so we could see them saying goodbye.

S: Oh, I love it.

58. C: But the temperature's there and the climate is just ideal. That's where.

S: I think I like it better than Nassau. I don't like Nassau and those islands too well.

59. C: Well, Hawaii is so clean and the people are so friendly.

12, The Closure Sub-role In this sub-role the counselor indicates that the interview should come to an end. The counselor generally terminates the interview by announcing that the bell has rung and that it is time to go. In the process he may schedule another appointment with the counselee, engage in social conversation, or give the counselee a few parting words of advice or encouragement.

Example:

83. C: Uh...and this idea of...of changing plans once you get there. How can you let your parents know that plans have been changed and so on? Maybe we can talk a little about that nect Tuesday too. OK?

S: Uh-huh. OK.

84. C: Second hour, then.

S: Uh-huh.

85. C: OK Mike.

S: Thank you.

86. C: Yes, we'll see you then.

S: Are you going to give me a pass or do you want me to come down Tuesday morning and get a slip from you?

87. C: Isn't that for Tuesday?

S: Oh.

88. C: Bye.

APPENDIX G

SUMMARY DATA

SHEETS

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR BK)

Int. No.	Judg.	Advs.	Info. Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Total	Tot. S-R's	New S-R's
1		2.42		4.43		5.39		3.57	4.42	.84			21.15	6	6
2			1.58	2.21		3.37		1.16		1.37			9.67	11	7
3			41.89							1.68		.32	43.89	14	8
Tot.	0.0	2.42	43.47	6.74	0.0	8.76	0.0	4.73	4.42	3.89	0.0	.32	74.73	14	8
%	0.0	3.24	58.17	9.02	0.0	11.72	0.0	6.33	5.91	5.20	0.0	.43	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR RB)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Total	Tot. S-R's	New S-R's
1		.53	32.84			2.63				1.26			37.26	4	4
2			3.26		2.21 1.37	18.42		5.05 4.95			1.05	3.16	39.37	10	8
3						8.00			30.63		1.37	2.95	42.95	14	9
Tot.	0.0	.53	36.10	0.0	3.58	29.05	0.0	10.00	30.63	1.26	2.42	6.11	119.58	14	9
%	0.0	.44	30.00	0.0	2.99	24.12	0.0	8.33	25.52	1.05	2.00	5.09	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR RBF)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Gath.	Prob.	Supp.	Refl.	Stru.	Bldg.	Clos.	Total	S-R's	S-R's
1				9.58		4.53		11.58					25.69	3	3
2	4.00			43.16						4.00			51.16	6	5
3	19.37							.32		1.26			20.95	9	5
4		9.47		4.63	9.37		15.47	.95					39.89	14	8
Tot.	23.37	9.47	0.0	57.37	9.37	4.53	15.47	12.85	0.0	5.26	0.0	0.0	137.69	14	8
%	16.97	6.88	0.0	41.67	6.81	3.29	11.24	9.33	0.0	3.78	0.0	0.0	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR EL)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Total	S-R's	S-R's
1		.63	4.63			3.79		2.84					11.89	4	4
2				4.84	1.68								6.52	6	6
3			5.16	5.79		4.00							14.59	6	6
4		3.57		7.58									11.15	11	6
5			14.74	1.47		17.79							34.00	14	6
6		3.57	7.47										11.04	16	6
7								36.00					36.00	17	6
Tot.	0.0	7.77	32.00	19.68	1.68	25.58	0.0	38.84	0.0	0.0	0.0	0.0	125.19	17	6
%	0.0	6.21	25.56	15.72	1.34	20.43	0.0	31.02	0.0	0.0	0.0	0.0	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR RMH)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Time	Tot. S-R's	New S-R's
			8.11			26.42									
1			29.16	2.11	7.46	16.32			13.05			.32	102.96	6	6
2		4.42	.21	2.42		3.89		2.21		1.68		1.16	15.99	13	9
3						4.47	9.16			4.53			18.43	16	10
Tot.	0.0	4.42	37.48	4.53	7.46	51.37	9.16	2.21	13.05	6.21	0.0	1.48	137.38	16	10
%	0.0	3.22	27.28	3.30	5.43	37.39	6.67	1.61	9.50	4.52	0.0	1.08	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR TJR)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Time	Tot. S-R's	New S-R's
		14.84				17.36									
1		.74				11.37				1.58			45.89	3	3
				11.05		.84									
				6.84		5.37									
2		3.05		2.10		29.26							58.51	6	4
		6.00				1.68									
3		7.37		1.47		4.00				1.05			21.57	10	4
Tot.	0.0	32.00	0.0	21.46	0.0	69.88	0.0	0.0	0.0	2.63	0.0	0.0	125.97	10	4
%	0.0	25.40	0.0	17.04	0.0	55.47	0.0	0.0	0.0	2.09	0.0	0.0	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR WGH)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Time	Tot. S-R's	New S-R's
		.74				.53									
		.21				1.58									
	1.58	1.37		5.37		2.42									
1	.84	6.53		1.47		1.16				.53			24.33	5	5
		4.21		4.84		.63									
2		1.26		2.32		2.63							15.89	8	5
Tot.	2.42	14.32	0.0	14.00	0.0	8.95	0.0	0.0	0.0	.53	0.0	0.0	40.22	8	5
%	6.05	35.60	0.0	34.81	0.0	22.25	0.0	0.0	0.0	1.32	0.0	0.0	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR ELH)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Time	S-R's	S-R's
1															
2															
3															
4															
5			6.74	.42		2.11							9.27	3	3
6			1.16	.63	6.84	9.58		10.00				5.16	33.37	9	6
Tot.	0.0	0.0	7.90	1.05	6.84	11.69	0.0	10.00	0.0	0.0	0.0	5.16	42.64	9	6
%	0.0	0.0	18.53	2.46	16.04	27.42	0.0	23.45	0.0	0.0	0.0	12.10	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR JPR)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Time	Tot. S-R's	New S-R's
1			1.37			2.42 3.79		2.74			8.21 18.32 2.53		39.38	4	4
2		3.26	62.21			5.05				1.16			71.68	8	6
3			7.16			2.00				1.47	4.84		15.47	12	6
4			4.32					.32		1.16	8.42	.21	14.43	17	7
5		42.53			15.61		34.95			.42			93.06	21	9
Tot.	0.0	45.79	75.06	0.0	15.61	13.26	34.95	3.06	0.0	4.21	42.32	.21	234.02	21	9
%	0.0	19.57	32.07	0.0	6.67	5.67	14.93	1.32	0.0	1.80	18.08	.09	100.00	21	9

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR MBC)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Time	Tot. S-R's	New S-R's
			1.68												
1		5.37	4.21		11.05	9.47		4.21		.95			36.94	6	6
					.74	5.05				2.42					
2			3.89		2.95	10.53				3.89			29.47	10	6
				4.21											
3		1.26		2.53	.74					.53			9.27	14	7
4						2.95				.32		.21	3.48	17	8
5						2.63				.42		.21	3.26	20	8
6						3.16				.21		.21	3.58	23	8
Tot.	0.0	6.63	9.78	6.74	15.48	33.79	0.0	4.21	0.0	8.74	0.0	.63	86.00	23	8
%	0.0	7.71	11.37	7.84	18.00	38.47	0.0	4.89	0.0	10.16	0.0	.73	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR RWC)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Time	Tot. S-R's	New S-R's
						7.16									
1			2.11	4.63		3.37						.21	17.48	4	4
	6.84														
	1.89		1.89												
2	6.11		6.21			2.53				.74		.21	26.42	9	6
				3.16		2.95									
3		9.58	3.53	1.05		1.47				.84			22.58	14	7
			23.26			.53									
			5.47	7.26		5.26									
4	22.21		1.05	4.53		5.37		1.68				1.47	78.09	20	8
Tot.	37.05	9.58	43.52	20.63	0.0	28.64	0.0	1.68	0.0	1.58	0.0	1.89	144.57	20	8
%	25.63	6.62	30.10	14.27	0.0	19.81	0.0	1.16	0.0	1.09	0.0	1.13	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR PM)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Total	Tot. S-R's	New S-R's
			3.57			1.68									
		4.53	2.63	1.05		2.11							15.57	4	4
2	5.16	10.53		4.00						1.58		.21	21.48	9	7
3		4.84		3.05		.53		4.74				.53	13.69	14	8
			1.47												
		.84	1.05												
4	1.05	17.79	.84							3.26			26.30	18	8
5	.95	1.47	5.47			.84				1.79			10.52	23	8
			.74												
6		.53	7.68					.53		1.05			10.53	27	8
Tot.	7.16	40.53	23.45	8.10	0.0	5.16	0.0	5.27	0.0	7.68	0.0	.74	98.09	27	8
%	7.30	41.32	23.91	8.26	0.0	5.26	0.0	5.37	0.0	7.83	0.0	.75	100.00		

SUMMARY OF TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR HLS)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Total	Tot. S-R's	New S-R's
1		.74	1.37			7.89 1.26			1.37	1.37			14.00	5	5
2	5.26			15.58		2.95				1.58			25.37	9	7
3		5.89	5.16	1.47			2.11		.63	2.00	4.11	2.63	22.53	17	10
4	2.63	.53	9.06	2.21 1.68		9.16							25.27	22	10
5				1.05		3.79		4.95		.42			10.21	26	11
6		.42	.74	10.32	9.79					1.47	4.11	.42	28.74	33	12
Tot.	7.89	7.58	16.33	32.31	9.79	25.05	2.11	4.95	2.00	6.84	8.22	3.05	126.12	33	12
%	6.26	6.01	12.95	25.62	7.91	19.86	1.67	3.92	1.59	5.42	6.52	2.42	100.00		

SUMMARY OF THE TIME AND NUMBER OF SUB-ROLES PLAYED

(COUNSELOR EJD)

Int. No.	Judg.	Advs.	Expl.	Info. Giv.	Clar.	Info. Gath.	Prob.	Supp.	Refl.	Stru.	Rapp. Bldg.	Clos.	Total	Tot. S-R's	New S-R's
1				16.34 1.89	.63 1.89	4.63		9.47	2.74			.53	37.26	6	6
2			.63	.21		.32		1.05				.21	3.47	11	7
3			8.21	12.95		2.95							24.11	11	7
4								14.84		.74		.21	15.79	17	8
5			2.95	7.68		7.78							18.41	20	8
6				4.42		1.47						.95	6.84	23	8
7				6.11		2.31		1.68					10.10	26	8
8			1.26	1.89						.95			4.10	29	8
Tot.	0.0	0.0	13.05	51.49	1.68	20.51	0.0	27.04	2.74	1.69	0.0	1.90	120.08	29	8
%	0.0	0.0	10.87	42.88	1.40	17.08	0.0	22.52	2.28	1.40	0.0	1.58	100.00		

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TITLE

SCHOOL COUNSELOR SUB-ROLES IN THE COUNSELING INTERVIEW

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ABSTRACT

This research was designed to explore the behavior of the experienced secondary school counselor in his own school setting. In order to study this behavior, a classification system was developed based upon counselor transition points and sub-roles. Using the 12 categories developed for the study, 66 interviews were investigated from the viewpoint of frequency and pattern of sub-roles. The results indicated that a classification system of school counselor behavior could be developed and that this method of rating counselor behavior was useful as a means for studying the various roles of the counselor in the interview.